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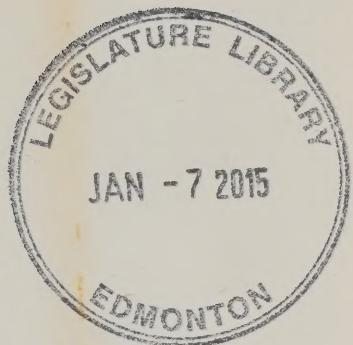


PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION
FIFTH ANNUAL REPORT
1910

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FIFTH ANNUAL REPORT

OF THE

Department of Education

OF THE

Province of Alberta

1910

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON

Jas. E. Richards, Government Printer

1911

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DEPARTMENT OF EDUCATION,

EDMONTON, OCTOBER 25, 1911.

To His Honour,

GEORGE HEDLEY VICARS BULYEA,

Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1910.

I have the honour to be, Sir,

Your obedient servant,

C. R. MITCHELL,

Minister of Education.

21571

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DEPARTMENT OF EDUCATION

1910

MINISTER OF EDUCATION:

C. R. Mitchell, Esq., B.A., B.C.L., M.P.P.

DEPUTY MINISTER OF EDUCATION:

D. S. MacKenzie, Esq.

OFFICE STAFF:

W. W. Gould, Chief Clerk.

T. W. Henderson, M. M. O'Brien, F. E. Gane, N. Charlton, W. J. Bernie-Browne
P. Gainer, Miss E. Martin, Miss E. Webster, Miss F. E. Ross, Miss E.
J. McDiarmid, Miss L. Van Camp, Miss B. Henderson, Miss
A. B. Merrill, Miss H. Calvert, Miss M. L. Grant,
Miss E. Christie.

CHIEF INSPECTOR OF SCHOOLS:

John Ross, B.A.

INSPECTORS:

| | |
|----------------------------------|--------------------------------------|
| J. A. Fife, B.A., Edmonton. | J. A. Smith, B.A., Calgary. |
| E. L. Hill, B.A., Strathcona. | J. E. Loucks, B.A., High River. |
| G. F. McNally, B.A., Wetaskiwin. | J. W. Brown, B.A., Macleod. |
| P. H. Thibaudeau, B.A., Lacombe. | D. A. McKerricher, B.A., Lethbridge. |
| J. F. Boyce, B.A., Red Deer. | Walter Scott, B.A., Hardisty. |
| Joseph Morgan, B.A., Olds. | J. C. Butchart, B.A., Vegreville. |
| H. R. Parker, B.A., Vermilion. | |

SUPERVISOR OF SCHOOLS AMONG FOREIGNERS:

Robert Fletcher, Lamont.

OFFICIAL ORGANIZER OF SCHOOLS:

Geo. O. Baetz.

NORMAL SCHOOL STAFF:

W. H. Thompson, B.A., Principal. E. W. Coffin, B.A., Ph.D., Vice-Principal.
J. C. Miller, B.Sc., C. H. Russell, B.A., Miss Eliza M. Burnett, Mrs.
Ellis-Browne. Miss Helen Mason, Stenographer and Librarian.

MEMBERS OF THE EDUCATIONAL COUNCIL:

Mr. Justice Beck.

James Short, Esq., K.C.

J. F. Fowler, Esq.

E. H. Rouleau, Esq., M.D.

Jas. McCaig, M.A., LL.B.

PART I.

REPORT OF THE DEPUTY MINISTER
STATISTICS

REPORT
OF THE
Deputy Minister of Education

C. R. MITCHELL, Esq., B.A., B.C.L. M.P.P.,
Minister of Education.

SIR,—I have the honour to submit herewith the fifth annual report of the Department of Education for the Province of Alberta, including statistics and special reports for the year 1910.

In our last report reference was made to the activity shown in the organization of new districts and to the fact that the organization work accomplished in the year 1909 surpassed that of any former year. The year 1910 greatly surpassed all former years in the work of organization, there being organized during that year 251 new districts. The remarkable extension of railway construction, particularly through the east central part of the Province, and the consequent establishment of many small towns, did much to stimulate school organization in that part of the Province. In comparing the figures given in the statistical statements with those of former years, very marked advancement will be observed all along the line.

While the increase in the number of rooms in operation during 1909 exceeded those in operation in 1908 by 184, the increase in the number for 1910 over that for 1909 was 287. In the year 1909 the number of pupils enrolled was 46,048, being a gain of 16 per cent. above the enrolment for 1908. During 1910 however the school attendance reached 55,307, being a gain of 20 per cent. over the former year. There is reason to believe that these figures do not accurately represent the number of children of school age in the Province, but it is hoped that through the operation of the Truancy Act and through the continuation of aggressive work in the organization of schools in newly settled districts the number of children of school age who are not attending school will be materially reduced.

During the year covered by this report authorization was given for the issue of school debentures amounting to over \$1,000,000. This fact is in itself evidence that the taxpayers of the Province are willing to spend money freely for the purpose of providing suitable buildings and equipment for school purposes. In a number of cases the Department found it necessary to restrain school boards from raising as much money as their optimism suggested. That the school boards are almost always supported by the ratepayers whom they represent is evidenced by the fact that an exceedingly small percentage of debenture by-laws are submitted to a poll, as the Ordinance requires to be done should such be demanded by a small number of the ratepayers concerned.

The two chief sources of a school district's revenue are Government grants and local taxation. In rural school districts the latter is

based upon acreage, the single land tax system prevailing in these districts. The maximum tax is 10c per acre. The school grants are statutory, and in order to indicate clearly the basis upon which these grants are paid I beg to quote from the School Grants Ordinance as follows:

"3. In aid of schools organized and conducted under the provisions of The School Ordinance there shall be paid out of any legislative appropriation made for that purpose—

1. To rural districts an amount to be calculated as follows:

- (a) To each district containing 6,400 acres or less of assessable land as shown by the last revised assessment roll of the district \$1.20 per day for each day school is kept open; to each district containing less than 6,400 acres as aforesaid one cent per day for each 160 acres or fractional part thereof less than 6,400 acres; and to each district containing more than 6,400 acres as aforesaid one cent less per day for each additional 160 acres or fractional part thereof; Amended c. 10, 1904, s. 1.
- (b) To each district whose school is kept open more than 160 days in the year 40 cents per day for each additional day not exceeding 50;
- (c) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;
- (d) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

Schedule.

A percentage of from 40 to 50 inclusive, 5 cents.

| | | | | | |
|---|---|------|-------|---|------|
| ” | ” | 51 ” | 60 ” | ” | 10 ” |
| ” | ” | 61 ” | 70 ” | ” | 15 ” |
| ” | ” | 71 ” | 80 ” | ” | 20 ” |
| ” | ” | 81 ” | 100 ” | ” | 25 ” |

2. To village and town districts an amount to be calculated as follows:

- (a) To each district the sum of 90 cents per day for each day its school is kept open;
- (b) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;
- (c) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

A percentage of from 50 to 60 inclusive, 5 cents.

| | | | | | |
|---|---|------|-------|---|------|
| ” | ” | 61 ” | 70 ” | ” | 10 ” |
| ” | ” | 71 ” | 80 ” | ” | 15 ” |
| ” | ” | 81 ” | 90 ” | ” | 20 ” |
| ” | ” | 91 ” | 100 ” | ” | 25 ” |

3. To each district whose school attains a minimum grading on its efficiency in respect to grounds, buildings, equipment, government and progress a sum not exceeding fifteen cents per day to be paid

in proportion to such grading for each day school is kept open and such grading shall be based upon the inspector's report, or reports as prescribed by the regulations of the department;

4. To each town or village district maintaining one or more rooms exclusively for pupils in standards above the fifth the sum of \$75 per term provided the daily average attendance of pupils in such room or rooms for any such term classified in accordance with the regulations of the department is at least twenty:

Provided that no grant shall be paid to any district under the provisions of this section unless an average attendance of six is maintained in its school for the term immediately preceding the time when the payment of the grant may be due:

Provided further that the grant payable to any rural district under subsection (a) of clause 1 of this section shall not be less than 90 cents per day for each day the school is kept open:

Provided further that any and every amount payable to any district under this section shall not unless otherwise provided be payable for more than 210 days in any calendar year:

Provided further that in any district where more than one teacher is employed each room shall rank as a district under the provisions of clauses 1, 2 and 3 of this section when the average attendance of the whole school shall at least equal twenty pupils to each teacher employed:

Provided further that if the sum of the grants payable to any district under clauses 1 or 2 of this section shall exceed 70 per cent. of the salary actually earned by the teacher or teachers employed in the district during the year the amount of the grant payable at the end of the second term of the year shall be reduced so that the total amount of the grant paid shall equal the said 70 per cent.:

Provided further that payments may be made in respect of the amounts earned under clause 1 or clause 2 of this section at the end of the school terms ending on the thirtieth day of June and the thirty-first day of December in each year on receipt of the returns hereinafter provided and on receipt of the treasurer's bond and teacher's agreement as provided in The School Ordinance:

Provided further that in case the school of any district is open only during a portion of the year payment may be made to such district in respect of the amounts earned under clause 1 or clause 2 of this section as soon as the school closes for the year on receipt of the returns, bond and agreement mentioned in the next preceding proviso:

Provided further that when the return of the treasurer of any district as hereinafter provided shows that the district is indebted to any teacher or teachers the grant payable to such district under clause 1 or clause 2 of this section or such portion of it to the amount of such indebtedness shall be paid proportionately to such teacher or teachers:

Provided further that the grant earned by any district under clause 3 of this section shall be paid to such district at the end of the school year and in case the school of any district is not inspected during the year the district shall be paid for such year such grant as it may be entitled to upon the basis of the grading its school attains on the first inspection in the following year."

"6. The Lieutenant Governor in Council may order the payment of a special grant to any school whether organized according to law or not."

"8. For the purpose of estimating the grant which may be earned by any school on account of the attendance of pupils the average attend-

ance for any calendar year during which the school is kept open shall be calculated by dividing the aggregate days' attendance for such month by the number of days school is kept open during such month; the percentage of attendance for any month school is kept open shall be calculated by dividing the average attendance for such month by the number of pupils in actual attendance during such month; and the percentage of attendance for any term shall be calculated by dividing the sum of monthly percentages of attendance by the number of such monthly percentages of attendance."

"9. The board of every district receiving a grant under clause 3 of section 3 hereof shall expend one-half of the amount of such grant received in each and every year on the purchase of books for a school library and such books shall be selected from a list authorized and furnished by the department:

Provided that on the recommendation of an inspector the Minister of Education may authorize the board of any district to expend any portion of such grant on the purchase of equipment and apparatus in lieu of books for a school library. Amended c. 10, 1904, s. 2."

The somewhat fluctuating proportion existing between the number of pupils in rural schools and that in village and town schools is interesting. The following are the figures for the several years since the formation of the Province:

| YEAR | RURAL | URBAN | TOTAL |
|-----------|--------|--------|--------|
| 1905----- | 13,619 | 10,635 | 24,254 |
| 1906----- | 14,576 | 14,208 | 28,784 |
| 1907----- | 16,344 | 17,994 | 34,338 |
| 1908----- | 19,599 | 20,054 | 39,653 |
| 1909----- | 23,165 | 22,883 | 46,048 |
| 1910----- | 29,835 | 25,472 | 55,307 |

The supply of qualified teachers continues to be one of the most serious problems confronting the Department. In this connection it is gratifying to be able to report that conditions are clearly improving. In the face of the fact that a much larger number of teachers were required than in the preceding year, the number of provisional teachers employed was reduced, and the academic qualifications of those to whom it was found necessary to grant permits were of a higher average than those of provisional teachers of former years. I desire to record my appreciation of the consideration and patience shown by the officials of various Departments of Education who have so frequently been called upon to certify to the academic and professional qualifications of teachers from their respective Provinces seeking recognition and employment in Alberta. I wish specially to thank the British Boards of Education for the great pains which they continue to take in making careful inquiry and report on the qualifications and general suitability of applicants from the United Kingdom.

For the information of teachers outside of this Province into whose hands this report may come I quote the following from circulars which have been sent out from time to time for the information of teachers desiring recognition in this Province:

"Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an Interim Certificate under this regulation shall

submit to the Department (a) the certificates which he holds, (b) an official statement that such certificates are valid and in force, (c) a certificate of moral character dated within three months of the time of presentation, (d) a recent testimonial from the inspector under whom he last taught."

"Under this regulation every individual case is dealt with on its merits and before standing is given on the certificates obtained elsewhere, the Minister of Education must be satisfied that the certificates submitted were obtained after the completion of a satisfactory course of normal training, that the certificates are still in force and that the applicants with respect to ability and character are worthy of recognition as teachers.

"Certificates are not granted to teachers from other provinces until they arrive in Alberta or enter into an agreement with an Alberta school board. Before coming to the province or entering into a contract with an Alberta board of trustees, teachers are advised to submit the required documents to the Department of Education for approval. Teachers are warned against acting upon unreliable information.

"Applicants for teachers' certificates under this regulation, especially if their certificates were not obtained during comparatively recent years, may be required to take a course of normal training. Each applicant will be advised regarding the requirements in his particular case.

"All teachers whether trained in this province or elsewhere are required to teach for at least one year on Interim Certificates. At the expiration of this time, should their inspectors' report be satisfactory, they may be granted professional or life certificates."

"Appointments to positions are not made by the Department of Education but by individual school boards, the only restrictions being that appointees must hold certificates from the Department of Education qualifying them to teach in Alberta schools. Consequently, salaries depend more or less upon the relation of supply and demand, but the demand is so constant and so strong, especially in the newly organized rural schools, that salaries show an upward tendency and the lowest salary now paid in any school under the jurisdiction of this Department is about \$600 per annum. Principals in small town schools and assistants in secondary schools usually receive from \$1,000 to \$1,500 per annum. The number of such teachers required is, however, relatively small, but applicants for such positions do not prejudice but rather strengthen their chances of promotion by proving through their work in smaller schools their ability to adapt themselves to new conditions. Teachers need not hesitate therefore to accept temporary employment in small schools since promotion in the profession depends upon the ability of the teacher and the reputation which he makes for himself in the schoolroom."

"The cost of living depends very largely upon locality. In rural districts board and lodging can usually be obtained at from \$12 to \$15 per month, and in such cases the teacher usually finds it necessary to seek accommodation with the family of a farmer or other resident of the district. In villages, towns and cities, on the other hand, board and lodging is more expensive, varying usually from \$20 to \$30 per month, though of course the towns

have advantages which may compensate in whole or in part for this excess in outlay."

The following information is of special interest to British teachers:

"An uncertificated teacher who desires to qualify under our regulations should forward official evidence regarding his academic standing to enable the Department to determine whether or not he is eligible for admission to our Normal School to undergo a course of professional training and also to determine for what class of teachers' certificate he is entitled to enter. In the case of a University graduate, a certificate of graduation signed by the Registrar of the University is sufficient evidence for the time being, but in the case of an under-graduate, the statement should indicate as fully as possible the scope of the work covered in the various subjects.

"Persons who are not University graduates or under-graduates should forward such official evidence as they are in a position to supply and accompany this where possible by a calendar or syllabus defining the courses covered.

"Under the present arrangement, which however is subject to change as soon as conditions warrant, two sessions of the Provincial Normal School at Calgary are held annually, commencing about January 3rd and August 20th. Each session covers a period of about four months. There are no fees for tuition or examination, but the textbooks required would probably cost from ten to fifteen dollars. Furnished rooms may be secured at from \$8.00 to \$12.00 per month, or board and lodging can be obtained in private houses at from \$4.50 to \$5.50 per week. Forms of application for admission may be had upon request from the Department of Education."

"To supply the increasing demand, between three and four hundred trained teachers are required yearly to maintain the necessary teaching force of the province, and at least half of these must be obtained from Great Britain and the eastern provinces of Canada. The British Boards of Education at Whitehall and Dublin, the High Commissioner for Canada at 17 Victoria St., London, S.W., and the Assistant Superintendent of Emigration at 11 and 12 Charing Cross, London, S.W., will be advised from time to time regarding the demand, so that teachers may not come to the province in greater numbers than the conditions warrant."

"Teachers who now hold fairly satisfactory and remunerative positions, and especially those who have reached middle age, cannot as a rule hope to better their condition by making a new beginning amid unfamiliar surroundings, and school boards almost invariably show a decided preference for young teachers when making appointments. Teachers are therefore recommended not to resign their positions until they have been advised regarding the recognition of their certificates. All certificated teachers who seriously contemplate coming to this province should ask the Board of Education to write me regarding their qualifications and should forward the required testimonials, as such a course will save time and obviate the necessity of entrusting valuable documents to the mails."

"In conclusion I wish to direct attention to a point which is of particular interest to those who have recently completed their training college courses. Arrangements have been made whereby teachers may, through this Department, make application to the Board of Education for recognition of services rendered in the schools of this province, and the Board will accept such services as discharging the undertaking given before admission as a recognized student to a Training College, provided the service occupies the whole working time of the teacher and the schools are aided and inspected by the Government, which conditions are satisfied by all the schools under the jurisdiction of this Department."

In the following table a comparison is made showing the average salaries paid to First and Second Class teachers during the six years which have elapsed since the organization of the Province:

| YEAR | FIRST CLASS CERTIFICATES | | SECOND CLASS CERTIFICATES | |
|-----------|--------------------------|----------|---------------------------|----------|
| | Male | Female | Male | Female |
| 1905----- | \$ 741.08 | \$615.63 | \$620.90 | \$572.10 |
| 1906----- | 807.10 | 610.01 | 640.50 | 585.07 |
| 1907----- | 910.05 | 652.55 | 674.40 | 574.40 |
| 1908----- | 973.55 | 702.00 | 700.00 | 641.10 |
| 1909----- | 1,021.98 | 717.42 | 736.81 | 649.28 |
| 1910----- | 1,092.40 | 749.78 | 748.00 | 684.84 |

From the above it will be noted that teachers' salaries have maintained an upward tendency continuously since the formation of the Province. This is due to a number of causes, but particularly to the attractions offered by commercial and industrial interests, the increase in the cost of living and the operation of the laws of supply and demand.

In March, 1910, the educationists of the province organized the Alberta Educational Association and held their first provincial convention in Calgary. There were 396 teachers in attendance, and the interest shown in the organization gives promise of its permanence and usefulness. The administrative side of school work is discussed in annual convention by the Provincial Association of School Trustees which was organized three years earlier. The harmonious co-operation of these two associations should do much towards the furtherance of the educational life of the province.

I beg to submit herewith statistical and special reports together with copies of examination papers and general information respecting the educational system of the province.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) D. S. MACKENZIE,

Deputy Minister of Education.

STATISTICS

GENERAL SUMMARY.

| | —1909— | —1910— | |
|--|---------------|---------------|--------------|
| Number of school districts..... | 1,250 | 1,501 | |
| Increase for the year..... | ..... | ..... | 251 |
| Number of districts having school in operation | 970 | 1,195 | |
| Increase for the year ..... | ..... | ..... | 225 |
| Number of departments in operation.. | 1,323 | 1,610 | |
| Increase for the year..... | ..... | ..... | 287 |
| Number of pupils enrolled..... | 46,048 | 55,307 | |
| Increase for the year..... | ..... | ..... | 9,259 |
| Average attendance of pupils..... | 22,225.06 | 29,611.45 | |
| Increase for the year..... | ..... | ..... | 7,386.39 |
| Percentage attendance of pupils..... | 48.24 | 53.54 | |
| Increase for the year..... | ..... | ..... | 5.30 |
| Average length of school year—days.. | 163.23 | 158.28 | |
| Decrease for the year..... | ..... | ..... | 4.95 |
| Total grants paid to School Districts.. | \$ 262,106.06 | \$ 317,411.47 | |
| Increase for the year..... | ..... | ..... | \$ 55,305.41 |
| School Debentures authorized..... | 978,550.00 | 1,027,892.00 | |
| Increase for the year..... | ..... | ..... | 49,342.00 |
| School debentures registered..... | 975,950.00 | 742,725.00 | |
| Decrease for the year..... | ..... | ..... | 233,225.00 |
| Amount expended on school buildings and grounds | 769,210.44 | 1,062,986.96 | |
| Increase for the year..... | ..... | ..... | 293,776.52 |
| Amount expended for teachers' salaries..... | 758,815.51 | 908,045.12 | |
| Increase for the year..... | ..... | ..... | 149,229.61 |
| Paid on debentures and notes, including interest | 818,910.51 | 1,001,206.39 | |
| Increase for the year..... | ..... | ..... | 182,295.88 |
| Amount expended for all other purposes..... | 388,921.74 | 390,154.86 | |
| Increase for the year..... | ..... | ..... | 1,233.12 |

SCHOOL DISTRICTS.

| In existence December 31, 1909. | Erected during 1910 |
|---------------------------------|---------------------|
| Public | Public |
| 1,235 | 251 |
| Separate | |
| 10 | |
| *Unorganized | |
| 5 | |
| Total..... | Total..... |
| 1,250 | 251 |

*These are in outlying settlements in which schools are maintained partly by Government aid. They have not been erected as districts under the provisions of The School Ordinance.

There also exist in the unorganized territory in the northern part of the province 17 schools which formerly received support from the Dominion Government and are now assisted by the Government of Alberta.

NUMBER OF SCHOOLS receiving grants for the years 1909 and 1910 and Departments in each.

| Schools having | Total Schools | | Total Depts. | |
|-------------------------|---------------|------|--------------|------|
| | 1909 | 1910 | 1909 | 1910 |
| 1 Department | 910 | 1121 | 910 | 1121 |
| 2 Departments | 22 | 27 | 44 | 54 |
| 3 " | 9 | 16 | 27 | 48 |
| 4 " | 8 | 6 | 32 | 24 |
| 5 " | 5 | 7 | 25 | 35 |
| 6 " | 1 | 1 | 6 | 6 |
| 7 " | 4 | 3 | 28 | 21 |
| 8 " | .. | 4 | .. | 32 |
| 9 " | 3 | 1 | 27 | 9 |
| 10 " | .. | 1 | .. | 10 |
| 11 " | 1 | 1 | 11 | 11 |
| 12 " | 2 | .. | 24 | .. |
| 13 " | .. | 1 | .. | 13 |
| 14 " | .. | 1 | .. | 14 |
| 19 " | 1 | .. | 19 | .. |
| 20 " | 1 | 1 | 20 | 20 |
| 21 " | .. | 1 | .. | 21 |
| 24 " | 1 | .. | 24 | .. |
| 30 " | .. | 1 | .. | 30 |
| 59 " | 1 | .. | 59 | .. |
| 61 " | .. | 1 | .. | 61 |
| 67 " | 1 | .. | 67 | .. |
| 80 " | .. | 1 | .. | 80 |
| | 970 | 1195 | 1323 | 1610 |

ATTENDANCE OF PUPILS.

| At all Schools | 1909 | 1910 | Increase |
|--|--------------|-----------|--------------|
| No. of pupils attending school during year | 46,048 | 55,307 | 9,259 |
| No. of boys attending school during year | 23,701 | 28,406 | 4,705 |
| No. of girls attending school during year | 22,347 | 26,901 | 4,554 |
| Total aggregate attendance for 1st term | 2,406,548 | 4,327,712 | 1,921,164 |
| Total aggregate attendance for 2nd term | 1,885,975. 5 | 2,114,697 | 228,721. 5 |
| Total aggregate attendance for year | 4,292,523. 5 | 6,442,409 | 2,149,885. 5 |
| Total average attendance for year | 22,225.06 | 29,611.45 | 7,386.39 |

CLASSIFICATION OF PUPILS.

| Standards | No. of pupils | | P.C. of | |
|------------------------------|---------------|--------|---------|--------|
| | 1909 | 1910 | Inc. | Enr'm |
| Standard I, Part 1 | 13,929 | 17,276 | 3,347 | 31.24 |
| " I, Part 2 | 6,509 | 7,689 | 1,180 | 13.90 |
| " II | 7,619 | 8,976 | 1,357 | 16.23 |
| " III | 7,778 | 9,392 | 1,614 | 16.98 |
| " IV | 5,298 | 6,180 | 882 | 11.18 |
| " V | 3,168 | 3,706 | 538 | 6. 7 |
| " VI | 1,006 | 1,252 | 246 | 2.26 |
| " VII | 512 | 636 | 124 | 1.15 |
| " VIII | 229 | 200 | Dec. 29 | .36 |
| Totals..... | 46,048 | 55,307 | 9,259 | 100.00 |

COMPARATIVE STATEMENT of Attendance and Classification of Pupils
in Graded and Ungraded Schools.

| | Graded Schools | Ungraded Schools |
|--|----------------|------------------|
| Number of pupils enrolled..... | 25,472 | 29,835 |
| Aggregate days' attendance of pupils..... | 3,267,999 | 2,564,410 |
| Daily average attendance of pupils..... | 14,033.87 | 15,577.58 |
| Percentage of attendance of total enrolment..... | 55.09 | 52.21 |
| Average length of school year—days..... | 183.71 | 154.02 |
| Classification—Standard I, Part 1..... | 7,915 | 9,361 |
| " I, Part 2..... | 3,328 | 4,361 |
| " II | 3,907 | 5,069 |
| " III | 4,023 | 5,369 |
| " IV | 2,711 | 3,469 |
| " V | 1,687 | 2,019 |
| " VI | 1,084 | 168 |
| " VII | 619 | 17 |
| " VIII | 198 | 2 |
| Total number of pupils..... | 25,472 | 29,835 |

NOTE.—The statistics in the above table were compiled from the returns from 1,121 ungraded schools representing 1,121 departments, and 74 graded schools representing 489 departments.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR.

| | |
|------------------------------|--------|
| Less than 20 days | 5,385 |
| Between 20 and 50 days | 10,818 |
| " 51 and 100 days..... | 15,536 |
| " 101 and 150 days..... | 10,989 |
| " 151 and 200 days..... | 11,938 |
| More than 200 days | 641 |
| Total..... | 55,307 |

LENGTH OF SCHOOL YEAR.

| | |
|---|-------|
| Number of schools open less than 20 days..... | 6 |
| " " " " between 20 and 50 days..... | 35 |
| " " " " 50 and 100 days..... | 151 |
| " " " " 100 and 150 days..... | 277 |
| " " " " 150 and 200 days..... | 313 |
| " " " " over 200 days..... | 413 |
| Total..... | 1,195 |

TEACHERS EMPLOYED, CERTIFICATES AND SALARIES.

| Class of Certificate | No. of Teachers | Schools open whole year | | | No. of Teachers | Schools open part year | | | |
|-------------------------|-----------------|-------------------------|-----------|-----------|-----------------|------------------------|----------|----------|--|
| | | Salaries per year | | | | Salaries per year | | | |
| | | Highest | Lowest | Aver. | | Highest | Lowest | Aver. | |
| First, male.. | 117 | \$ 1900.00 | \$ 600.00 | \$1092.40 | 41 | \$ 850.00 | \$600.00 | \$706.70 | |
| First, female | 146 | 1300.00 | 600.00 | 749.78 | 28 | 780.00 | 540.00 | 632.14 | |
| Second, male | 193 | 1550.00 | 540.00 | 748.00 | 139 | 1080.00 | 550.00 | 695.79 | |
| Sec'd, female | 710 | 1020.00 | 480.00 | 684.84 | 209 | 960.00 | 500.00 | 678.13 | |
| Third, male. | 48 | 800.00 | 600.00 | 690.83 | 65 | 780.00 | 500.00 | 677.07 | |
| Third, female | 80 | 960.00 | 500.00 | 658.15 | 75 | 780.00 | 490.00 | 661.93 | |
| Permit, male | 33 | 900.00 | 540.00 | 647.87 | 80 | 780.00 | 540.00 | 664.61 | |
| Per't, female | 87 | 720.00 | 360.00 | 637.89 | 166 | 780.00 | 480.00 | 628.91 | |
| Town Schools | | | | | | | | | |
| First, male.. | 77 | \$ 1900.00 | \$ 780.00 | \$1268.15 | 21 | \$1200.00 | \$670.00 | \$829.52 | |
| First, female | 102 | 1300.00 | 600.00 | 739.90 | 17 | 1000.00 | 600.00 | 760.00 | |
| Second, male | 28 | 1550.00 | 600.00 | 932.14 | 40 | 1200.00 | 630.00 | 812.52 | |
| Sec'd, female | 340 | 950.00 | 525.00 | 678.75 | 87 | 1020.00 | 600.00 | 688.56 | |
| Third, male. | 2 | 800.00 | 750.00 | 775.00 | 8 | 800.00 | 630.00 | 710.00 | |
| Third, female | 8 | 720.00 | 600.00 | 658.75 | 13 | 960.00 | 550.00 | 690.00 | |
| Permit, male | .... | ..... | ..... | ..... | 2 | 900.00 | 720.00 | 810.00 | |
| Per't, female | 1 | 480.00 | ..... | 480.00 | 7 | 720.00 | 540.00 | 608.57 | |
| Yearly Rural Schools | | | | | | | | | |
| First, male.. | 25 | \$ 840.00 | \$ 600.00 | \$ 690.20 | 158 | \$1900.00 | \$600.00 | \$992.31 | |
| First, female | 49 | 800.00 | 600.00 | 666.83 | 174 | 1300.00 | 540.00 | 707.84 | |
| Second, male | 127 | 840.00 | 480.00 | 681.13 | 332 | 1550.00 | 480.00 | 726.15 | |
| Sec'd, female | 339 | 960.00 | 540.00 | 661.12 | 919 | 1020.00 | 480.00 | 683.35 | |
| Third, male. | 42 | 800.00 | 600.00 | 663.71 | 113 | 960.00 | 500.00 | 682.92 | |
| Third, female | 61 | 840.00 | 500.00 | 647.24 | 155 | 960.00 | 490.00 | 659.98 | |
| Permit, male | 29 | 780.00 | 540.00 | 631.72 | 113 | 900.00 | 540.00 | 659.72 | |
| Per't, female | 68 | 720.00 | 360.00 | 625.19 | 253 | 780.00 | 360.00 | 632.02 | |

Total number of teachers employed during the year..... 2217

Total number of teachers employed at one time..... 1610

Altogether there were 607 schools or rooms that changed teachers during the year.

Average salary per year paid to all teachers employed..... \$704.97

SCHOOL HOUSES AND EQUIPMENT.

| | |
|---|-------|
| Log | 56 |
| Frame | 1,104 |
| Brick | 75 |
| Stone | 10 |
| Other Material | 9 |
| No. of districts that have provided wells at school | 419 |
| No. of wells from which good water is obtained..... | 282 |
| No. of schools provided with insufficient blackboard space..... | 45 |
| No. of schools having a satisfactory system of ventilation..... | 950 |
| No. of schools provided with satisfactory desks..... | 1,216 |

School equipment as shown by annual returns:—

| | |
|--|--------|
| Total number of volumes in school libraries..... | 56,026 |
| Dictionarys | 1,382 |
| Globes | 1,190 |
| Sand modelling boards..... | 178 |
| Numeral frames | 988 |
| Charts | 4,398 |
| Map of World | 1,207 |
| Map of North America | 1,072 |
| Map of South America | 488 |
| Map of Europe..... | 554 |
| Map of Asia | 422 |
| Map of Africa | 365 |
| Map of Canada | 1,292 |
| Map of Alberta | 1,054 |
| Other maps | 877 |
| Desks | 36,674 |

SCHOOL DISTRICT DEBENTURES.

| Year | Debentures Authorized | | Debentures Registered | |
|------|-------------------------------|-----------|-------------------------------|-----------|
| | No. of School Districts | Amount | No. of School Districts | Amount |
| 1902 | 73 | \$ 68,650 | 70 | \$ 72,050 |
| 1903 | 83 | 108,135 | 93 | 109,285 |
| 1904 | 105 | 264,190 | 109 | 188,340 |
| 1905 | 120 | 159,325 | 111 | 228,725 |
| 1906 | 157 | 422,325 | 146 | 347,175 |
| 1907 | 171 | 674,515 | 135 | 485,165 |
| 1908 | 227 | 563,925 | 236 | 787,900 |
| 1909 | 204 | 978,550 | 207 | 975,950 |
| 1910 | 289 | 1,027,892 | 273 | 742,725 |

RECEIPTS AND EXPENDITURES.

Summary of Receipts and Expenditures of School Districts for the Year*

RECEIPTS

| | |
|------------------------------------|----------------|
| Cash on hand January 1st..... | \$ 492,063.59 |
| Proceeds from debentures | 673,333.32 |
| Taxes collected | 1,278,012.59 |
| Government grants | 301,239.31 |
| Pupils' fees | 6,834.06 |
| Borrowed by note..... | 848,625.10 |
| Amount advanced by treasurers..... | 4,146.97 |
| Other sources | 75,173.67 |
| | <hr/> |
| | \$3,679,428.61 |

EXPENDITURES.

| | |
|--|----------------|
| Teachers' salaries | \$ 908,045.12 |
| Officials' salaries | 64,240.76 |
| Paid on debentures | 347,219.74 |
| Paid on notes, including interest..... | 653,986.65 |
| School buildings and repairs | 862,294.52 |
| School grounds | 200,692.44 |
| School furniture | 66,465.99 |
| Library and reference books..... | 8,786.03 |
| Apparatus and equipment | 18,507.44 |
| Supplies, stationery, etc. | 24,932.58 |
| Caretaking and fuel | 111,517.38 |
| Insurance | 19,318.22 |
| Other expenditures | 76,386.46 |
| Balance on hand December 31st..... | 317,035.28 |
| | <hr/> |
| | \$3,679,428.61 |

*Compiled from financial statements received from 1302 school districts.

DEPARTMENT OF EDUCATION

COMPARATIVE STATEMENT showing Receipts and Expenditures of Town and Village Districts and Rural School Districts for the year.

| | Town and Village Dist. | Rural Dist. |
|---------------------------------------|---------------------------|-----------------------|
| RECEIPTS. | | |
| Cash on hand January 1st..... | \$ 347,450.89 | \$ 144,612.70 |
| Proceeds of debentures..... | 400,289.40 | 273,043.92 |
| Taxes collected..... | 650,214.54 | 627,798.05 |
| Government grants..... | 106,018.76 | 195,220.55 |
| Pupils' fees..... | 5,393.34 | 1,440.72 |
| Borrowed by note..... | 548,442.17 | 300,182.93 |
| Amounts advanced by treasurers..... | 23.02 | 4,123.95 |
| Other sources..... | 60,798.24 | 14,375.43 |
| | \$2,118,630.36 | \$1,560,798.25 |
| EXPENDITURES | | |
| Teachers' salaries..... | \$ 388,870.20 | \$ 519,174.92 |
| Officials' salaries..... | 20,136.31 | 44,104.45 |
| Paid on debentures..... | 214,542.72 | 132,677.02 |
| Paid on notes including interest..... | 386,206.90 | 267,779.75 |
| School buildings and repairs..... | 605,612.07 | 256,682.45 |
| School grounds..... | 168,855.22 | 31,837.22 |
| School furniture..... | 27,852.09 | 38,613.90 |
| Library and reference books..... | 3,882.68 | 4,903.35 |
| Apparatus and equipment..... | 8,959.70 | 9,547.74 |
| Supplies, stationery, etc. | 12,221.40 | 12,711.18 |
| Caretaking and fuel..... | 70,737.07 | 40,780.31 |
| Insurance..... | 9,379.90 | 9,938.32 |
| Other expenditures..... | 54,068.42 | 22,318.04 |
| Balance on hand December 31st..... | 147,305.68 | 169,729.60 |
| | \$2,118,630.36 | \$1,560,798.25 |

COMPARATIVE STATEMENT showing Assets and Liabilities of Town and Village School Districts and Rural School Districts for the year.

| | Town and Village Dist. | Rural Dist. |
|---|---------------------------|-----------------------|
| ASSETS. | | |
| Cash on hand..... | \$ 147,305.68 | \$ 169,729.60 |
| Arrears of taxes due..... | 135,435.24 | 468,425.53 |
| Estimated value of land and buildings..... | 3,397,162.88 | 1,246,450.06 |
| Estimated value of furniture and apparatus..... | 185,601.81 | 243,340.93 |
| Estimated value of school libraries..... | 15,539.54 | 23,763.16 |
| Other assets..... | 273,986.02 | 472,672.17 |
| | \$4,155,031.17 | \$2,624,381.45 |
| LIABILITIES. | | |
| Teachers' salaries..... | \$ 2,917.50 | \$ 46,154.14 |
| Debenture indebtedness..... | 2,465,055.26 | 826,861.65 |
| Outstanding accounts..... | 253,214.19 | 239,588.42 |
| Amounts due treasurers..... | 23.02 | 4,123.95 |
| Excess of assets over liabilities..... | 1,433,821.20 | 1,507,653.29 |
| | \$4,155,031.17 | \$2,624,381.45 |

SUMMARY OF ASSETS AND LIABILITIES of all School Districts for the year

ASSETS.

| | |
|---|----------------|
| Cash on hand | \$ 317,035.28 |
| Arrears of taxes due | 603,860.77 |
| Estimated value of lands and buildings..... | 4,643,612.94 |
| Estimated value of furniture and apparatus..... | 428,942.74 |
| Estimated value of school libraries..... | 39,302.70 |
| Other assets | 746,658.19 |
| | <hr/> |
| | \$6,779,412.62 |

LIABILITIES.

| | |
|--|----------------|
| Teachers' salaries | \$ 49,071.64 |
| Debenture indebtedness | 3,291,916.91 |
| Outstanding accounts | 492,802.61 |
| Amounts due treasurer for moneys advanced..... | 4,146.97 |
| Excess of assets over liabilities..... | 2,941,474.49 |
| | <hr/> |
| | \$6,779,412.62 |

PROVINCIAL CERTIFICATES GRANTED.

| | | Alta. | Other Provs. | British Isles | Total | Grand Total |
|---|--|-------|-----------------|------------------|-------|----------------|
| (a) Interim Certificates. | | | | | | |
| 1st Class to Alberta teachers | | 68 | .... |  | 68 | .... |
| " Teachers from Saskatchewan ..... |  | .... | 3 | | | |
| " " " Ontario ..... |  | .... | 19 | | | |
| " " " Nova Scotia ..... |  | .... | 3 | | | |
| " " " New Brunswick ..... |  | .... | 4 | | | |
| " " " Quebec ..... |  | .... | 1 | | 30 | .... |
| " " " England and Wales ..... |  | .... | 4 | | | |
| " " " Ireland ..... |  | .... | 2 | | | |
| " " " Scotland ..... |  | .... | 2 | | 8 | 106 |
| 2nd Class to Alberta teachers | | 158 | .... |  | 158 | .... |
| " Teachers from Saskatchewan ..... |  | .... | 12 | | | |
| " " " Ontario ..... |  | .... | 74 | | | |
| " " " Manitoba ..... |  | .... | 6 | | | |
| " " " Nova Scotia ..... |  | .... | 15 | | | |
| " " " New Brunswick ..... |  | .... | 5 | | | |
| " " " Quebec ..... |  | .... | 5 | | 117 | .... |
| " " " England and Wales ..... |  | .... | 55 | | | |
| " " " Ireland ..... |  | .... | 19 | | | |
| " " " Scotland ..... |  | .... | 9 | | 83 | 358 |
| 3rd Class to Alberta teachers | | 33 | .... |  | 33 | .... |
| " Teachers from Saskatchewan ..... |  | .... | 8 | | | |
| " " " Ontario ..... |  | .... | 76 | | | |
| " " " Manitoba ..... |  | .... | 9 | | | |
| " " " Nova Scotia ..... |  | .... | 6 | | | |
| " " " New Brunswick ..... |  | .... | 19 | | | |
| " " " Prince Edw. Island ..... |  | .... | 40 | | 158 | .... |
| " " " England and Wales ..... |  | .... | 16 | | | |
| " " " Scotland ..... |  | .... | 2 | | 18 | 209 |
| Kindergarten to teachers from Ontario ..... |  | .... | 3 | | 3 | 3 |
| (b) Professional Certificates | | | | | | |
| 1st Class Professional Certificates | | 47 | .... |  |  |  |
| 2nd " " " | | 192 | .... |  |  |  |
| 3rd " " " | | 1 | .... |  | 240 | |
| *(c) Provisional Certificates | | | | | | |
| Provisional Certificates | | 359 | .... |  |  | 359 |
| (d) Non-professional Certificates | | | | | | |
| Standard VIII Diplomas | | 67 | .... |  |  |  |
| " VII " | | 197 | .... |  |  |  |
| " VI " | | 335 | .... |  |  |  |
| " V " | | 661 | .... |  | 1260 | 1260 |

NOTE.—Interim certificates are granted to teachers who complete a course of training at the Provincial Normal School or who present approved Professional Certificates from the Eastern Provinces or elsewhere.

Professional certificates are granted to teachers who have taken Normal Training and who have taught successfully in the Province for at least one year on their Interim Certificates.

*Including temporary certificates to substitutes for teachers who were ill or who were required to attend Normal School.

EXAMINATIONS.

Standards V and VI Examinations.

| CENTRE | No. of Cand'ts | |
|------------------------------|----------------|------|
| | V | VI |
| Banff | 10 | 6 |
| Calgary | 127 | 68 |
| Camrose | 20 | 8 |
| Cardston | 24 | 6 |
| Carstairs | 14 | 8 |
| Claresholm | 25 | 11 |
| Cochrane | 6 | 2 |
| Coleman | 4 | 1 |
| Crossfield | 7 | 2 |
| Daysland | 16 | 3 |
| Didsbury | 30 | 9 |
| Edmonton | 147 | 80 |
| Fort Saskatchewan | 18 | 7 |
| Gleichen | 6 | 4 |
| High River | 24 | 12 |
| Innisfail | 45 | 12 |
| Killam | 12 | 3 |
| Lacombe | 19 | 23 |
| Lamont | 8 | 8 |
| Leduc | 10 | 3 |
| Lethbridge | 35 | 21 |
| Macleod | 30 | 10 |
| Medicine Hat | 34 | 28 |
| Nanton | 16 | 11 |
| Okotoks | 31 | 6 |
| Olds | 14 | 22 |
| Pincher Creek | 9 | 6 |
| Ponoka | 25 | 10 |
| Provost | 3 | 1 |
| Raymond | 21 | 10 |
| Red Deer | 26 | 29 |
| Stettler | 23 | 11 |
| Strathcona | 51 | 25 |
| Taber | .. | 2 |
| Tofield | 14 | 1 |
| Vegreville | 33 | 16 |
| Vermilion | 17 | 5 |
| Wainwright | 3 | 2 |
| Wetaskiwin | 32 | 19 |
| Totals | 989 | 511 |
| Total | | 1500 |
| No. of Candidates who passed | 661 | 335 |
| Total Passed | | 996 |

DEPARTMENT OF EDUCATION

EXAMINATIONS.

Standards VII and VIII and Matriculation.

| CENTRE | No. of Candidates | | |
|-----------------------------------|-------------------|------|---------------|
| | VII | VIII | Matrc only |
| Calgary | 76 | 37 | 9 |
| Cardston | 9 | .. | .. |
| Edmonton | 56 | 16 | 18 |
| Lacombe | 18 | 3 | 2 |
| Lethbridge | 10 | 12 | 2 |
| Macleod | 14 | 1 | .. |
| Medicine Hat | 12 | 6 | .. |
| Olds | 7 | 1 | .. |
| Ponoka | 15 | .. | .. |
| Raymond | 14 | 1 | .. |
| Red Deer | 29 | 9 | 4 |
| Strathcona | 31 | .. | 6 |
| Vegreville | 7 | .. | 1 |
| Wetaskiwin | 11 | 3 | .. |
| Totals..... | 309 | 89 | 42 |
| Total..... | | | 440 |
| No. of candidates who passed..... | 197 | 67 | 35 |
| Total passed..... | | | 299 |

TEACHERS' PROFESSIONAL EXAMINATIONS.

| First Term | | | | Second Term | | | |
|------------|--------|----------|--------|-------------|-----|-----|-----|
| Examined | Passed | Examined | Passed | | | | |
| 1st | 2nd | 1st | 2nd | 1st | 2nd | 1st | 2nd |
| 21 | 58 | 21 | 56 | 45 | 99 | 43 | 81 |
| Totals | 79 | | 77 | Totals | 144 | | 124 |

CONVENTIONS.

The following is a list of the Teachers' Conventions held in Alberta.

| Place of Meeting | When held | Teachers' Attend'ce |
|---------------------|------------------------------|---------------------|
| Lacombe | October 27th and 28th..... | 73 |
| Medicine Hat | October 27th and 28th..... | 60 |
| Olds | November 1st and 2nd..... | 56 |
| Pincher Creek | October 27th and 28th..... | 45 |
| Red Deer | October 6th and 7th..... | 50 |
| Stettler | October 20th and 21st..... | 60 |
| Vermilion | September 22nd and 23rd..... | 76 |
| Wetaskiwin | October 27th and 28th..... | 202 |

SCHOOL INSPECTION

| Inspector | Schools found closed once during the year | | Schools found closed twice during the year | | Schools not in operation | | Distance travelled | | Total | |
|------------------------|---|------------------|--|------------------|--------------------------|------------------|--------------------|---------|-------|--|
| | Graded Depts. | Ungraded Schools | Graded Depts. | Ungraded Schools | Graded Depts. | Ungraded Schools | By rail | By road | | |
| | | | | | | | | | | |
| J. A. Fife..... | 22 | .. | 8 | .. | 8 | 16 | 1,172 | 2,444 | 3,616 | |
| E. L. Hill..... | 31 | .. | 10 | 6 | .. | 4 | 1,243 | 2,363 | 3,606 | |
| G. F. McNally..... | 44 | .. | .. | 12 | .. | .. | 2,121 | 2,676 | 4,797 | |
| P. H. Thibaudau..... | 1 | 31 | .. | .. | 11 | .. | .. | .. | .. | |
| J. F. Boyce..... | 1 | 42 | .. | .. | 8 | .. | .. | .. | .. | |
| J. Morgan..... | .. | 23 | .. | .. | 1 | .. | .. | .. | .. | |
| J. A. Smith..... | .. | 1 | .. | .. | 3 | .. | .. | .. | .. | |
| J. E. Loucks..... | 1 | 22 | .. | .. | 2 | .. | .. | .. | .. | |
| J. W. Brown..... | .. | 12 | .. | .. | 2 | .. | .. | .. | .. | |
| D. A. McKerricher..... | .. | 25 | .. | .. | 3 | .. | .. | .. | .. | |
| Walter Scott..... | .. | 37 | .. | .. | 5 | .. | .. | .. | .. | |
| J. C. Butchart..... | .. | 28 | .. | .. | 8 | .. | .. | .. | .. | |
| H. R. Parker..... | .. | 2 | .. | 45 | .. | .. | .. | .. | .. | |
| | | | | | 18 | 29 | .. | .. | .. | |
| | | | | | | | 2,075 | 4,173 | 6,248 | |

DEPARTMENT OF EDUCATION

SCHOOL INSPECTION

| INSPECTORATE | No. of Districts or Depts. under jurisdiction | No. of Schools or Depts. in operation | No. of Schools visited once only | No. of Schools visited twice | | No. of Schools visited more than twice | Total No. of visits | Ung'd Schools |
|------------------------------------|---|--|--|---------------------------------|------------------|--|------------------------|------------------|
| | | | | Graded Depts. | Ung'd Schools | | | |
| | Jan. 1 | Dec. 31 | | | | | | |
| J. A. File, Edmonton..... | 147 | 155 | 83 | 69 | 77 | 6 | 75 | 1 |
| E. L. Hill, Strathcona..... | 112 | 126 | 29 | 81 | 23 | 6 | 55 | 14 |
| G. F. McNally, Wetaskiwin..... | 127 | 137 | 29 | 101 | 7 | 19 | 84 | 20 |
| P. H. Thibaudeau, Lacombe..... | 121 | 125 | 14 | 102 | 6 | 7 | 99 | 3 |
| J. F. Boyce, Red Deer..... | 124 | 139 | 28 | 94 | 16 | 12 | 46 | .. |
| J. Morgan, Olds..... | 116 | 135 | 14 | 96 | 2 | 14 | 96 | 10 |
| J. A. Smith, Calgary..... | 160 | 185 | 102 | 68 | 88 | 18 | 49 | .. |
| J. E. Loucks, High River..... | 114 | 119 | 18 | 97 | 1 | 9 | 85 | 6 |
| J. W. Brown, Macleod..... | 123 | 125 | 50 | 71 | 2 | 24 | 48 | .. |
| D. A. McKerricher, Lethbridge..... | 146 | 208 | 91 | 66 | 60 | 31 | 20 | .. |
| Walter Scott, Hardisty..... | 110 | 171 | 11 | 109 | .. | 90 | 26 | .. |
| J. C. Butchart, Vegreville..... | 141 | 125 | 11 | 99 | 1 | 35 | 10 | 9 |
| H. R. Parker, Vermilion..... | 87 | 9 | 79 | 2 | 19 | 7 | 61 | .. |

CITY AND TOWN DISTRICTS
Public Schools.

| No. | Name of District | Depts. | Principal | Cert. | Salary | Enrol'mt |
|------|----------------------|--------|----------------------|-------|---------|----------|
| 7 | Edmonton | 61 | Fred. S. Carr..... | 1st | \$1,700 | 3269 |
| 19 | Calgary | 80 | A. C. Newcombe... | 1st | 1,800 | 4421 |
| 47 | Macleod | 8 | A. E. Torrie.... | 1st | 1,500 | 366 |
| 51 | Lethbridge | 30 | D. Andrews..... | 1st | 1,600 | 1525 |
| 76 | Medicine Hat..... | 21 | C. Sansom | 1st | 1,700 | 1030 |
| 91 | Fort Saskatchewan'w | 3 | L. D. Von Iffland... | 1st | 1,200 | 188 |
| 103 | Gleichen | 3 | A. M. Cronkhite... | 1st | 900 | 161 |
| 104 | Red Deer | 11 | G. W. McKenzie... | 1st | 1,500 | 515 |
| 121 | Pincher Creek | 4 | K. P. Stewart..... | 1st | 1,020 | 195 |
| 144 | High River | 8 | C. W. Brown..... | 1st | 1,200 | 353 |
| 178 | Okotoks | 4 | Jas. A. Davidson... | 2nd | 1,000 | 191 |
| 210 | Innisfail | 5 | F. L. Aylesworth... | 1st | 1,200 | 241 |
| 216 | Strathcona | 20 | Geo. A. McKee... | 1st | 1,800 | 1079 |
| 235 | Olds | 5 | Jas. E. Hamilton... | 1st | 1,200 | 223 |
| 243 | Nelson (Lacombe) | 7 | N. E. Carruthers... | 1st | 1,350 | 332 |
| 264 | Wetaskiwin | 13 | J. J. Stapleton... | 1st | 1,500 | 641 |
| 297 | Leduc | 3 | R. M. Watt..... | 1st | 1,000 | 165 |
| 423 | Ponoka | 5 | Geo. Marion..... | 1st | 1,200 | 253 |
| 457 | Cardston | 9 | Jas. W. Low..... | 1st | 1,300 | 445 |
| 620 | Magrath | 8 | J. A. Mercer..... | 2nd | 1,000 | 346 |
| 652 | Didsbury | 4 | Earl C. Topliff... | 1st | 900 | 227 |
| 700 | Raymond | 8 | J. J. Baker..... | 1st | 1,100 | 554 |
| 730 | Nanton | 4 | H. C. McKay..... | 2nd | 870 | 236 |
| 764 | Claresholm | 6 | H. W. Brownlee... | 1st | 1,250 | 257 |
| 892 | Irvine | 2 | A. M. Roddick... | 1st | 780 | 127 |
| 933 | Taber | 7 | L. E. Lynd..... | 1st | 1,000 | 559 |
| 1216 | Coleman | 5 | T. N. Cruickshank | 2nd | 1,000 | 272 |
| 1289 | Granum | 2 | A. McMillan (Miss) | 2nd | 900. | 103 |
| 1315 | Camrose | 5 | J. W. Russell..... | 2nd | 1,260 | 236 |
| 1446 | Vermilion Centre. | 3 | A. Hartley | 1st | 1,100 | 175 |
| 1475 | Stettler | 7 | M. O. Nelson | 1st | 1,200 | 397 |
| 1480 | New Vegreville... | 5 | M. C. MacLean.... | 1st | 1,000 | 292 |
| 1539 | Daysland | 2 | E. B. Asselstine... | 1st | 900 | 117 |
| 1587 | Strathmore | 2 | H. J. Spicer..... | 1st | 900 | 117 |
| 1638 | Stony Pl'n Village | 1 | B. R. Empey..... | 2nd | 780 | 82 |
| 1658 | Wainwright | 2 | W. J. McLean..... | 1st | 1,400 | 116 |
| 1659 | Hardisty | 2 | M. E. LaZerte..... | 1st | 900 | 99 |
| 1939 | Tofield Village..... | 3 | Jas. A. Younie..... | 1st | 960 | 160 |
| 2194 | Castor | 3 | W. H. Howard.... | 1st | 900 | 308 |

ROMAN CATHOLIC SEPARATE SCHOOLS.

| | | | | | | |
|----|---------------------------------|----|---------------------|-----|-----|-----|
| 1 | Lacombe (Calg'y) | 10 | Sr. M. E. McNamara | 1st | 900 | 447 |
| 7 | St. Joachim (E'm) | 14 | Sr. M. J. Quigley.. | 1st | 830 | 551 |
| 8 | Holy Cross (Mac- | | | | | |
| | leod | 1 | Josh. M. Scanlon.. | 2nd | 735 | 21 |
| 9 | Lethbridge | 5 | Sr. A. McNamara.. | 2nd | 800 | 302 |
| 12 | St. Anthony (Strathcona) ... | 3 | Mary C. Benn..... | 2nd | 780 | 140 |
| 15 | Sacred Heart (Wetaskiwin) .. | 2 | Sr. St. P'r Damien. | 1st | 660 | 67 |
| 16 | St. Martin (Vegreville) | 2 | Anna M. Doyle.... | 2nd | 780 | 84 |
| 17 | North Red Deer.. | 1 | Irene M. Kelly.... | 1st | 600 | 60 |
| 18 | St. Michaels (Pincher Creek) | 2 | Sr. M. Bonneur.... | 2nd | 660 | 161 |

ROMAN CATHOLIC PUBLIC SCHOOLS.

| | | | | | | |
|----|-------------------------------|---|--------------------|-----|-----|-----|
| 3 | St. Albert..... | 3 | E. M. LeBlanc.... | 2nd | 800 | 171 |
| 35 | Thibault (Morinville) | 1 | Celina Rouillard.. | 2nd | 750 | 80 |

ATTENDANCE IN TOWN AND CITY SCHOOLS.

Public Schools.

| No. | Name of District | Enrolled | Average Attendance | Percentage of Attendance |
|------|---------------------------|----------|--------------------|--------------------------|
| 7 | Edmonton | 3,269 | 1,955.50 | 59.81 |
| 19 | Calgary | 4,421 | 2,553.23 | 57.77 |
| 47 | Macleod | 366 | 246.37 | 67.31 |
| 51 | Lethbridge | 1,525 | 818.37 | 53.66 |
| 76 | Medicine Hat | 1,030 | 604.28 | 58.66 |
| 91 | Fort Saskatchewan | 188 | 87.42 | 46.50 |
| 103 | Gleichen | 161 | 78.32 | 48.64 |
| 104 | Red Deer | 515 | 303.23 | 58.87 |
| 121 | Pincher Creek | 195 | 89.88 | 46.09 |
| 144 | High River | 353 | 193.77 | 54.89 |
| 178 | Okotoks | 191 | 107.16 | 56.10 |
| 210 | Innisfail | 241 | 143.25 | 59.43 |
| 216 | Strathcona | 1,079 | 577.84 | 53.55 |
| 235 | Olds | 223 | 141.32 | 63.37 |
| 243 | Nelson (Lacombe) | 332 | 195.05 | 58.75 |
| 264 | Wetaskiwin | 641 | 356.91 | 55.68 |
| 297 | Leduc | 165 | 93.88 | 56.89 |
| 423 | Ponoka | 253 | 166.94 | 65.98 |
| 457 | Cardston | 445 | 256.90 | 57.73 |
| 620 | Magrath | 346 | 206.02 | 59.54 |
| 652 | Didsbury | 227 | 108.49 | 47.79 |
| 700 | Raymond | 554 | 263.73 | 47.60 |
| 730 | Nanton | 236 | 129.29 | 54.78 |
| 764 | Claresholm | 257 | 170.01 | 66.15 |
| 892 | Irvine | 127 | 30.73 | 24.19 |
| 933 | Taber | 559 | 209.42 | 37.46 |
| 1216 | Coleman | 272 | 146.77 | 53.95 |
| 1289 | Granum | 103 | 45.28 | 43.96 |
| 1315 | Camrose | 236 | 126.43 | 53.57 |
| 1446 | Vermilion Centre | 175 | 81.68 | 46.67 |
| 1475 | Stettler | 397 | 186.33 | 46.93 |
| 1480 | New Vegreville | 292 | 131.52 | 45.04 |
| 1539 | Daysland | 117 | 55.27 | 47.23 |
| 1587 | Strathmore | 117 | 53.51 | 45.73 |
| 1638 | Stony Plain Village | 82 | 36.83 | 44.91 |
| 1658 | Wainwright | 116 | 48.80 | 42.06 |
| 1659 | Hardisty | 99 | 44.58 | 45.03 |
| 1939 | Tofield Village | 160 | 73.17 | 45.73 |
| 2194 | Castor | 308 | 140.28 | 45.54 |

ROMAN CATHOLIC SEPARATE SCHOOLS.

| | | | | |
|----|------------------------------------|-----|--------|-------|
| 1 | Lacombe (Calgary) | 447 | 275.06 | 61.53 |
| 7 | St. Joachim (Edmonton) | 551 | 322.48 | 58.52 |
| 8 | Holy Cross (Macleod) | 21 | 9.90 | 47.14 |
| 9 | Lethbridge | 302 | 166.62 | 55.17 |
| 12 | St. Anthony (Strathcona) | 140 | 71.03 | 50.73 |
| 15 | Sacred Heart (Wetaskiwin) | 67 | 42.00 | 62.68 |
| 16 | St. Martin (Vegreville) | 84 | 44.55 | 53.03 |
| 17 | North Red Deer (Red Deer) | 60 | 27.73 | 46.21 |
| 18 | St. Michaels (Pincher Creek) | 161 | 57.30 | 35.59 |

ROMAN CATHOLIC PUBLIC SCHOOLS.

| | | | | |
|----|-----------------------------|-----|-------|-------|
| 3 | St. Albert | 171 | 91.73 | 53.64 |
| 35 | Thibault (Morinville) | 80 | 32.10 | 40.12 |

SCHOOL DISTRICTS ERECTED DURING THE YEAR.

| NAME | No. | Date of Erection | Gen. Location | | | SECRETARY |
|-------------------|------|------------------|---------------|-----|---|---------------------------------|
| | | | Tp. | Rg. | M | |
| Hokenheim | 2094 | Jan. 10 | 38 | 1 | 4 | Geo. Wagner, Provost. |
| | | | 38 | 2 | 4 | |
| Thornton | 2095 | Jan. 10 | 53 | 16 | 5 | W. Lewis Hall, Thornton. |
| | | | 54 | 16 | 5 | |
| Kinnondale | 2096 | Jan. 10 | 17 | 18 | 4 | I. A. Tibbitt, Kinnondale. |
| Flowering Valley | 2097 | Jan. 10 | 12 | 9 | 4 | F. O. Warner, Winnifred. |
| | | | 13 | 9 | 4 | |
| Plain View | 2098 | Jan. 10 | 20 | 3 | 5 | Arthur Read, Millarville. |
| | | | 21 | 4 | 5 | |
| Raley | 2099 | Jan. 10 | 4 | 24 | 4 | E. F. Church, Raley. |
| | | | 5 | 25 | 4 | |
| Willow Brook... | 2100 | Jan. 10 | 34 | 6 | 4 | Eber Waite, Sanderville. |
| Allenfield | 2101 | Jan. 10 | 7 | 26 | 4 | Will Heath, Macleod. |
| | | | 8 | 25 | 4 | |
| Ibsen | 2102 | Jan. 10 | 42 | 18 | 4 | O. A. Broughton, Norbo. |
| Rockwood | 2103 | Jan. 24 | 33 | 5 | 5 | A. Fletcher, Mound. |
| | | | 34 | 5 | 5 | |
| Manor | 2104 | Jan. 24 | 31 | 22 | 4 | Thos. G. McKay, Three Hills. |
| | | | 32 | 23 | 4 | |
| Home Valley ... | 2105 | Jan. 24 | 38 | 3 | 4 | H. G. Halverson, Cadogan. |
| | | | 38 | 4 | 4 | |
| Myroslaw | 2106 | Jan. 24 | 50 | 15 | 4 | Peter Svarich, Vegreville. |
| | | | 51 | 16 | 4 | |
| Bow | 2107 | Jan. 24 | 16 | 16 | 4 | Chas. Lee, Eyremore. |
| | | | 17 | 17 | 4 | |
| Green Glade | 2108 | Jan. 24 | 40 | 1 | 4 | G. W. Lloyd, Green Glade. |
| | | | 41 | 2 | 4 | |
| Spirit River | 2109 | Feb. 3 | 78 | 5 | 6 | D. Esplin, Spirit River. |
| | | | 78 | 6 | 6 | |
| Range View | 2110 | Feb. 3 | 22 | 29 | 4 | A. J. Bell, Shepard. |
| River | 2111 | Feb. 8 | 12 | 10 | 4 | H. A. Umber, Winnifred. |
| | | | 13 | 10 | 4 | |
| Sampson | 2112 | Feb. 8 | 9 | 11 | 4 | W. D. Anderson, Burdett. |
| Luzan | 2113 | Feb. 8 | 55 | 11 | 4 | F. X. Boileau, Duvernay. |
| Carlstadt | 2114 | Feb. 8 | 15 | 10 | 4 | C. F. Hildahl, Carlstadt. |
| Cardiff | 2115 | Feb. 8 | 55 | 25 | 4 | J. E. Chevigny, Morinville. |
| Cambridge | 2116 | Feb. 8 | 42 | 11 | 4 | Lester C. Bates, Lougheed. |
| | | | 43 | 11 | 4 | |
| Poplar Heights.. | 2117 | Feb. 8 | 51 | 6 | 4 | Jas. Shrigley, Vermilion. |
| | | | 52 | 6 | 4 | |
| Livingston | 2118 | Feb. 8 | 29 | 19 | 4 | J. H. Livingston, Verdant V'ly. |
| Sparling | 2119 | Feb. 8 | 47 | 24 | 4 | J. M. Sisbury, Millet. |
| | | | 48 | 23 | 4 | |
| Busk | 2120 | Feb. 8 | 47 | 21 | 4 | J. B. Erickson, Camrose. |
| Hamilton Lake.. | 2121 | Feb. 8 | 35 | 9 | 4 | J. P. Lambertus, Hamilton Lake. |
| | | | 36 | 10 | 4 | |
| Carnegie | 2122 | Feb. 8 | 9 | 11 | 4 | Victor I. Warrey, Burdette. |
| | | | 10 | 11 | 4 | |
| Trafalgar | 2123 | Feb. 8 | 44 | 5 | 4 | N. S. Kenny, Wainwright. |
| | | | 45 | 6 | 4 | |
| Glen Leven | 2124 | Feb. 8 | 27 | 27 | 4 | Victor Barnhart, Airdrie. |
| | | | 27 | 28 | 4 | |
| Strand | 2125 | Feb. 8 | 39 | 3 | 4 | W. P. Brownlee, Cadogan. |
| | | | 40 | 4 | 4 | |
| Prosperity | 2126 | Feb. 8 | 44 | 1 | 4 | W. O. Harris, Lealholme. |
| Rosemount | 2127 | Feb. 24 | 11 | 10 | 4 | Moses Simpson, Bow Island. |
| Riverton | 2128 | Feb. 24 | 51 | 3 | 4 | R. Borrowdale, Lea Park. |
| | | | 51 | 4 | 4 | |
| Prospect Valley.. | 2129 | Feb. 24 | 44 | 2 | 4 | O. Jardine, Prospect Valley. |
| | | | 45 | 3 | 4 | |
| Sugar Bowl | 2130 | Feb. 24 | 39 | 8 | 4 | W. S. Peddicord, Puffer. |
| Bassano | 2131 | Feb. 24 | 21 | 18 | 4 | Harry Buckingham, Bassano. |

School Districts Erected During the Year—Continued.

| NAME | No. | Date of Erection | Location General | | | SECRETARY |
|-------------------|------|------------------|------------------|-----|---|----------------------------------|
| | | | Tp. | Rg. | M | |
| Naughton Dale... | 2132 | Feb. 24 | 42 | 8 | 4 | H. McNaughton, Hardisty. |
| | | | 43 | 9 | 4 | |
| Forestville | 2133 | Feb. 24 | 17 | 17 | 4 | Jno. de Forest, Kinnondale. |
| | | | 17 | 18 | 4 | |
| Gadsby | 2134 | Feb. 24 | 38 | 17 | 4 | F. J. Long, Gadsby. |
| Hill View | 2135 | Feb. 24 | 31 | 17 | 4 | R. B. Eaton, Hand Hills. |
| Radway | 2136 | Feb. 24 | 59 | 20 | 4 | Jas. E. Doherty, Radway. |
| Unity | 2137 | Mar. 8 | 47 | 15 | 4 | Jno. Solowij, Koperville. |
| Autumn | 2138 | Mar. 8 | 47 | 6 | 4 | J. W. France, Cummings. |
| | | | 47 | 7 | 4 | |
| Rolling Green ... | 2139 | Mar. 8 | 11 | 17 | 4 | Cyrus Finders, Rolling Green. |
| | | | 12 | 18 | 4 | |
| Chailey | 2140 | Mar. 8 | 52 | 9 | 4 | E. H. Webb, Chailey. |
| | | | 52 | 10 | 4 | |
| Woodford | 2141 | Mar. 8 | 45 | 1 | 4 | L. B. Nicolson, Dina. |
| Surprise | 2142 | Mar. 8 | 31 | 17 | 4 | J. E. Blore, Lillico. |
| | | | 32 | 17 | 4 | |
| Racine | 2143 | Mar. 8 | 58 | 27 | 4 | T. N. Chamberlain, Pickardville. |
| | | | 59 | 1 | 5 | |
| Cohne Dale | 2144 | Mar. 8 | 49 | 25 | 4 | A. Kuhn, Leduc. |
| | | | 50 | 26 | 4 | |
| Rye | 2145 | Mar. 8 | 54 | 5 | 4 | John Lorenson, Ethelwyn. |
| Collett | 2146 | Mar. 8 | 10 | 14 | 4 | A. C. Tinsley, Taber. |
| | | | 11 | 15 | 4 | |
| Brownfield | 2147 | Mar. 8 | 38 | 10 | 4 | A. D. McNicoll, Brownfield. |
| | | | 39 | 11 | 4 | |
| Moyerton` | 2148 | Mar. 8 | 47 | 3 | 4 | L. H. Warren, Moyerton. |
| | | | 48 | 4 | 4 | |
| Overacker | 2149 | Mar. 8 | 60 | 9 | 4 | Jas. Chartrand, Therien. |
| Bar Vee | 2150 | Mar. 8 | 9 | 8 | 4 | E. C. Pierce, Seven Persons. |
| | | | 9 | 9 | 4 | |
| Amelia | 2151 | Mar. 26 | 57 | 21 | 4 | N. Hanlan, Cookeville. |
| | | | 56 | 21 | 4 | |
| Prairie Round... | 2152 | Mar. 26 | 3 | 12 | 4 | C. E. Fuller, Lucky Strike. |
| Two Fifteen | 2153 | Mar. 26 | 2 | 15 | 4 | Fred Beard, Milk River. |
| Diamond Valley.. | 2154 | Mar. 26 | 38 | 3 | 5 | A. M. Stewart, Evarts. |
| Northern Lights. | 2155 | Mar. 26 | 11 | 27 | 4 | Augustus King, Claresholm. |
| | | | 11 | 28 | 4 | |
| Patience | 2156 | Mar. 26 | 6 | 17 | 4 | J. C. Tregloan, Taber. |
| Tennessee | 2157 | Mar. 26 | 7 | 30 | 4 | L. J. Boag, Pincher Station. |
| | | | 8 | 1 | 5 | |
| Woodville | 2158 | Mar. 26 | 49 | 11 | 4 | A. Cartwright, Gilpin. |
| | | | 50 | 12 | 4 | |
| Powell | 2159 | Mar. 26 | 4 | 15 | 4 | H. F. Gordon, Warner. |
| | | | 5 | 16 | 4 | |
| Eureka Valley... | 2160 | Mar. 26 | 38 | 25 | 4 | Albert J. Boyd, Lacombe. |
| | | | 39 | 26 | 4 | |
| Marianne | 2161 | Mar. 26 | 38 | 1 | 5 | J. W. W. Slack, Evarts. |
| | | | 38 | 2 | 5 | |
| Halkirk | 2162 | Apr. 11 | 38 | 15 | 4 | Edgar Berry, Halkirk. |
| | | | 38 | 16 | 4 | |
| Irricana | 2163 | Apr. 11 | 27 | 26 | 4 | R. J. Fowler, Irricana. |
| Arrowanna | 2164 | Apr. 11 | 30 | 17 | 4 | Jas. King, Delia. |
| | | | 31 | 18 | 4 | |
| Symington | 2165 | Apr. 11 | 40 | 3 | 4 | E. G. Symington, Provost. |
| | | | 41 | 4 | 4 | |
| New Hill | 2166 | Apr. 11 | 36 | 3 | 5 | Alex. Johnson, New Hill. |
| | | | 37 | 4 | 5 | |
| Chin Coulee | 2167 | Apr. 11 | 7 | 12 | 4 | A. J. Halvorson, Grassy Lake. |
| Rose Plain | 2168 | Apr. 11 | 12 | 17 | 4 | Joseph Enright, Barney. |
| | | | 13 | 17 | 4 | |
| Lorne | 2169 | Apr. 25 | 29 | 26 | 4 | E. E. Keim, Acme. |

School Districts Erected During the Year—Continued.

| NAME | No. | Date of Erection | General Location | | | SECRETARY |
|--------------------|------|------------------|------------------|-----|---|---------------------------------|
| | | | Tp. | Rg. | M | |
| Lind | 2170 | Apr. 25 | 1 | 16 | 4 | Wm. E. Thompson, Milk River. |
| | | | 2 | 16 | 4 | |
| Cherry Coulee... | 2171 | Apr. 25 | 10 | 10 | 4 | Frank Settle, Winnifred. |
| Wanchie | 2172 | Apr. 25 | 50 | 4 | 5 | Mrs. W. W. McDougall, Kee H'ls. |
| Park Hill | 2173 | Apr. 25 | 43 | 11 | 4 | A. W. McDonnell, Lougheed. |
| Arnold | 2174 | Apr. 25 | 41 | 10 | 4 | H. M. Robertson, Arnold. |
| | | | 42 | 11 | 4 | |
| Daisy Bank | 2175 | May 10 | 37 | 15 | 4 | Norman Hanson, Halkirk. |
| | | | 37 | 16 | 4 | |
| Willard | 2176 | May 10 | 19 | 22 | 4 | Henry Willard, Queenstown. |
| Uneeda | 2177 | May 10 | 47 | 2 | 4 | A. G. Lee, McDonaldville. |
| | | | 48 | 3 | 4 | |
| Wellsburg | 2178 | May 10 | 35 | 18 | 4 | F. E. Humphrey, Lowden Lake. |
| | | | 36 | 19 | 4 | |
| Nizir | 2179 | May 10 | 54 | 11 | 4 | G. L. Smith, Lanuke, |
| | | | 55 | 12 | 4 | |
| Rough Meadow.. | 2180 | May 10 | 38 | 10 | 4 | G. E. Friske, Brownfield. |
| | | | 38 | 11 | 4 | |
| Ellismere | 2181 | May 10 | 14 | 18 | 4 | Otto A. Stein, Rosemead. |
| | | | 14 | 19 | 4 | |
| Hayter | 2182 | May 10 | 39 | 1 | 4 | Arthur Huck, Hayter. |
| | | | 39 | 2 | 4 | |
| Troy | 2183 | May 10 | 5 | 19 | 4 | A. Kesler, New Dayton. |
| | | | 6 | 19 | 4 | |
| Battle Valley.... | 2184 | May 10 | 45 | 2 | 4 | Osmand Olson, Battle Valley. |
| | | | 45 | 3 | 4 | |
| Hervey | 2185 | May 10 | 24 | 25 | 4 | W. S. de Mattos, Strathmore. |
| | | | 25 | 26 | 4 | |
| Youngs Valley... | 2186 | May 10 | 29 | 9 | 4 | E. M. Hatten, Youngstown. |
| | | | 30 | 9 | 4 | |
| Wheatfield | 2187 | May 14 | 22 | 21 | 4 | Wm. Boyden, Cluny. |
| Shilo | 2188 | May 26 | 36 | 5 | 5 | Russell F. Dial, Raven. |
| High Point | 2189 | May 26 | 35 | 8 | 4 | G. W. Johnson, Wheat Belt. |
| | | | 36 | 9 | 4 | |
| Magnolia | 2190 | May 26 | 53 | 6 | 5 | M. A. Carriere, Magnolia. |
| | | | 53 | 7 | 5 | |
| Fairlight | 2191 | May 26 | 10 | 9 | 4 | C. Hofland, Winnifred. |
| Custer | 2192 | May 26 | 40 | 6 | 4 | J. R. Coffey, Hughenden. |
| | | | 41 | 6 | 4 | |
| Roros | 2193 | May 26 | 44 | 1 | 4 | Pete Sorken, Chauvin. |
| | | | 45 | 2 | 4 | |
| Castor | 2194 | May 26 | 37 | 14 | 4 | R. C. Murphy, Castor. |
| Cadron | 2195 | May 26 | 58 | 15 | 4 | Ivan Serediak, Shandro. |
| Chauvin | 2196 | May 26 | 43 | 1 | 4 | E. E. Webber, Chauvin. |
| | | | 43 | 2 | 4 | |
| Peavine | 2197 | May 26 | 58 | 7 | 5 | Henry Rathler, Peavine. |
| | | | 58 | 8 | 5 | |
| John Joe's | 2198 | May 26 | 1 | 16 | 4 | T. E. Tennant, Milk River. |
| | | | 1 | 17 | 4 | |
| Greenbank | 2199 | May 26 | 12 | 28 | 4 | R. B. Heyland, Claresholm. |
| Pleasantville | 2200 | June 9 | 10 | 7 | 4 | Ethel Poore, Seven Persons. |
| | | | 10 | 8 | 4 | |
| Prairie | 2201 | June 9 | 10 | 8 | 4 | F. W. Elliott, Whitla. |
| | | | 10 | 9 | 4 | |
| Allersville | 2202 | June 9 | 2 | 13 | 4 | J. H. Allers, Milk River. |
| | | | 2 | 14 | 4 | |
| Elswick | 2203 | June 9 | 47 | 21 | 4 | A. H. Ladell, Halley. |
| | | | 48 | 22 | 4 | |
| Tolman | 2204 | June 9 | 33 | 21 | 4 | L. E. Lane, Tolman. |
| | | | 33 | 22 | 4 | |
| Jeanne d'Arc.... | 2205 | June 9 | 23 | 21 | 4 | D. Simonin, Ouelletteville. |

School Districts Erected During the Year—Continued.

| NAME | No. | Date of Erection | General Location | | | SECRETARY |
|--------------------|------|------------------|------------------|-----|---|------------------------------------|
| | | | Tp. | Rg. | M | |
| Bullhead Butte.. | 2206 | June 9 | 7 | 6 | 4 | J. J. Eklund, Seven Persons. |
| | | | 8 | 7 | 4 | |
| King George | 2207 | June 9 | 55 | 6 | 4 | Paul Lloyd, Hopkins. |
| | | | 56 | 7 | 4 | |
| Lillico | 2208 | June 25 | 31 | 16 | 4 | P. N. Hansteen, Dowling Lake. |
| | | | 32 | 16 | 4 | |
| South Bend | 2209 | June 25 | 39 | 12 | 4 | R. J. Davidson, Flagstaff. |
| | | | 40 | 12 | 4 | |
| Sanderson | 2210 | June 25 | 15 | 21 | 4 | Wm. J. Sanderson, Long Coulee. |
| | | | 14 | 22 | 4 | |
| Turkey Hill | 2211 | June 25 | 49 | 5 | 4 | E. L. Hadley, Vermilion. |
| | | | 50 | 6 | 4 | |
| Newdale | 2212 | June 25 | 9 | 9 | 4 | Timothy Newcomb, Winnifred. |
| Barwood | 2213 | June 25 | 28 | 20 | 4 | W. J. Cronston, Drumheller. |
| | | | 29 | 21 | 4 | |
| Sheerness | 2214 | June 25 | 29 | 12 | 4 | Geo. Crozier, Sheerness. |
| | | | 30 | 12 | 4 | |
| Gardner | 2215 | June 25 | 26 | 27 | 4 | Leonard Barr, Keoma. |
| Glendale | 2216 | June 25 | 26 | 3 | 5 | Richard Coxon, Glenbow. |
| Minneberry | 2217 | June 25 | 5 | 5 | 4 | A. R. Marchessault, Minneberry. |
| | | | 5 | 6 | 4 | |
| Silbernagel | 2218 | June 25 | 28 | 26 | 4 | Thos. Dinna, Irricana. |
| Myrnam | 2219 | June 25 | 53 | 8 | 4 | Peter J. Melynk, Myrnam. |
| | | | 54 | 9 | 4 | |
| Barons | 2220 | June 25 | 12 | 23 | 4 | Christian W. Hansen, Barons. |
| Harsch | 2221 | June 25 | 38 | 3 | 4 | O. C. Lakewold, Provost. |
| | | | 39 | 3 | 4 | |
| Valley View | 2222 | July 9 | 8 | 6 | 4 | J. Hendrickson, Seven Persons. |
| | | | 9 | 7 | 4 | |
| Golden Prairie .. | 2223 | July 9 | 8 | 15 | 4 | W. H. Ahlgrin, Taber. |
| Seddon | 2224 | July 9 | 1 | 27 | 4 | Geo. C. Winter, Boundary Creek. |
| | | | 2 | 28 | 4 | |
| Elcan | 2225 | July 9 | 10 | 17 | 4 | E. Williams, Elcan. |
| North Raven | 2226 | July 9 | 36 | 4 | 5 | Arthur O. Cole, Raven. |
| | | | 37 | 5 | 5 | |
| Bellcamp | 2227 | July 9 | 52 | 2 | 4 | C. G. Wheeler, Marwayne. |
| | | | 53 | 2 | 4 | |
| St. Paul | 2228 | July 9 | 57 | 9 | 4 | J. C. Therien, St. Paul des Metis. |
| | | | 58 | 10 | 4 | |
| Plain Lake | 2229 | July 9 | 53 | 11 | 4 | M. Tomyn, Plain Lake. |
| | | | 53 | 12 | 4 | |
| Sunny Brook ... | 2230 | July 9 | 48 | 2 | 5 | A. W. Scott, Stones Corners. |
| | | | 49 | 3 | 5 | |
| Crooked Creek .. | 2231 | July 9 | 35 | 4 | 5 | W. E. Benson, Kevisville. |
| Stewartville | 2232 | July 9 | 28 | 12 | 4 | G. Hollis-Slater, Berry Creek. |
| Ray | 2233 | July 9 | 34 | 8 | 4 | T. N. Cuthbert, Finsleigh. |
| Round Hill Vill'ge | 2234 | July 9 | 48 | 18 | 4 | J. D. Gilchrist, Round Hill. |
| | | | 48 | 19 | 4 | |
| Beauvallon | 2235 | July 21 | 54 | 10 | 4 | Alf. Noyle, Beauvallon. |
| | | | 55 | 10 | 4 | |
| Jasman | 2236 | July 25 | 9 | 12 | 4 | W. E. Bakken, Burdett. |
| Innis Lake | 2237 | July 25 | 32 | 2 | 5 | J. S. Livingstone, Olds. |
| Uncas | 2238 | July 25 | 51 | 21 | 4 | R. T. Wasson, Glengarden. |
| | | | 52 | 21 | 4 | |
| Inverlea | 2239 | July 25 | 27 | 1 | 5 | J. A. McFayden, Crossfield. |
| | | | 28 | 1 | 5 | |
| Tide Creek | 2240 | July 25 | 19 | 10 | 4 | T. W. Cutsforth, Tide Lake. |
| Fertile Plains... | 2241 | July 25 | 8 | 10 | 4 | W. S. Henry, Bow Island. |
| Hand Hill | 2242 | July 25 | 29 | 16 | 4 | S. A. Peterson, Hand Hills. |
| | | | 30 | 17 | 4 | |
| Noble | 2243 | July 25 | 11 | 23 | 4 | F. W. Hunt, Noble. |
| Red Wing | 2244 | July 25 | 36 | 23 | 4 | W. T. Shuttleworth, Gaetz V'ly. |

School Districts Erected During the Year—Continued.

| NAME | No. | Date of Erection | General Location | | | SECRETARY |
|-------------------|------|------------------|------------------|-----|---|-------------------------------|
| | | | Tp. | Rg. | M | |
| Krasne | 2245 | July 25 | 37 | 24 | 4 | |
| | | | 53 | 12 | 4 | Peter Svarich, Vegreville. |
| | | | 53 | 13 | | |
| Zaporoze | 2246 | July 25 | 52 | 12 | 4 | John Stonehocker, Lavoy. |
| | | | 53 | 13 | | |
| Hamburg | 2247 | July 25 | 52 | 11 | 4 | M. Tomnyn, Plain Lake. |
| | | | 53 | 12 | 4 | |
| Harwood | 2248 | July 25 | 23 | 24 | 4 | G. Grimshaw, Namaka. |
| | | | 24 | 24 | 4 | |
| Park's Prairie... | 2249 | Aug. 6 | 24 | 12 | 4 | Norman Stewart, Fieldholme. |
| | | | 24 | 13 | | |
| Comrey | 2250 | Aug. 6 | 2 | 6 | 4 | Ole G. Roen, Comrey. |
| Hillock | 2251 | Aug. 6 | 52 | 11 | 4 | Alex. Jaremsky, Ranfurly. |
| | | | 52 | 12 | 4 | |
| Ennerdale | 2252 | Aug. 6 | 33 | 2 | 5 | John Dowthwaite, Eagle Hill. |
| | | | 34 | 3 | 5 | |
| Endiang | 2253 | Aug. 6 | 34 | 15 | 4 | Geo. B. West, Endiang. |
| | | | 35 | 15 | 4 | |
| Rainy Valley ... | 2254 | Aug. 6 | 16 | 9 | 4 | C. O. Olsen, Carlstadt. |
| | | | 17 | 10 | 4 | |
| Horcon | 2255 | Aug. 6 | 45 | 19 | 4 | E. R. Hoese, Ohaton. |
| | | | 46 | 19 | 4 | |
| Strangmuir | 2256 | Aug. 6 | 21 | 25 | 4 | J. C. Nelson, Strathmore. |
| | | | 22 | 25 | | |
| Gratton | 2257 | Aug. 8 | 46 | 10 | 4 | F. I. Beschell, Jarrow. |
| | | | 46 | 11 | 4 | |
| Serviceberry Cr'k | 2258 | Aug. 8 | 25 | 25 | 4 | A. R. Booth, Strathmore. |
| Two Valley View. | 2259 | Aug. 23 | 32 | 21 | 4 | J. H. Hutchison, Tolman. |
| | | | 33 | 21 | 4 | |
| Rose Lynn | 2260 | Aug. 23 | 28 | 12 | 4 | W. Strong, Rose Lynn. |
| | | | 29 | 13 | 4 | |
| Pollux | 2261 | Aug. 23 | 36 | 14 | 4 | Alex. Sterling, Pollux. |
| | | | 36 | 15 | 4 | |
| Buffalo Head ... | 2262 | Aug. 23 | 5 | 11 | 4 | A. D. Medhurst, Grassy Lake. |
| | | | 6 | 11 | 4 | |
| Adelaide | 2263 | Aug. 23 | 36 | 10 | 4 | A. A. Towns, Haneyville. |
| | | | 37 | 11 | 4 | |
| Union | 2264 | Aug. 23 | 49 | 5 | 4 | A. W. Roseborough, Vermilion. |
| | | | 50 | 5 | 4 | |
| Hughenden | 2265 | Aug. 23 | 40 | 7 | 4 | A. Bogg, Hughenden. |
| | | | 41 | 8 | 4 | |
| Cornwall Valley.. | 2266 | Aug. 23 | 35 | 22 | 4 | Chas. W. Godard, Perbeck. |
| Courtland Hill .. | 2267 | Aug. 23 | 11 | 10 | 4 | Barney Leary, Bow Island. |
| | | | 12 | 11 | 4 | |
| Loree | 2268 | Sept. 10 | 51 | 11 | 4 | L. T. Nobles, Innisfree. |
| | | | 51 | 12 | | |
| Barby | 2269 | Sept. 10 | 7 | 6 | 4 | Resmus Sherbey, Glen Banner |
| Doondale | 2270 | Sept. 10 | 5 | 9 | 4 | Rod. McKenzie, Altorado. |
| Midway | 2271 | Sept. 10 | 17 | 19 | 4 | R. M. Paul, Kinnondale. |
| Dowling Lake ... | 2272 | Sept. 10 | 32 | 15 | 4 | C. N. Tingle, Dowling Lake. |
| | | | 32 | 16 | | |
| Sefton Park | 2273 | Sept. 10 | 47 | 1 | 4 | A. Chilton, Lloydminster. |
| | | | 48 | 2 | | |
| Empyrean | 2274 | Sept. 10 | 54 | 9 | 5 | M. J. Scovill, Junkins. |
| Aspen | 2275 | Sept. 10 | 44 | 4 | 4 | J. E. McDonough, Heath. |
| Jewett | 2276 | Sept. 10 | 34 | 7 | 4 | Erick Erickson, Wheat Belt. |
| | | | 34 | 8 | | |
| Donahoo | 2277 | Sept. 10 | 53 | 9 | 5 | S. K. Donahoo, Junkins. |
| Mary Lake | 2278 | Sept. 10 | 53 | 7 | 4 | K. A. Maughan, Maughan. |
| | | | 54 | 6 | 4 | |
| Leo | 2279 | Sept. 10 | 36 | 16 | 4 | R. Sanderson, Leo. |
| | | | 36 | 17 | | |

School Districts Erected During the Year—Continued.

| NAME | No. | Date of Erection | General Location | | | SECRETARY |
|--------------------|------|------------------|------------------|-----|---|----------------------------------|
| | | | Tp. | Rg. | M | |
| Goodlands | 2280 | Sept. 10 | 39 | 1 | 4 | J. E. Pengelly, Hayter. |
| | | | 40 | 1 | 4 | |
| Hand Hill Lake.. | 2281 | Sept. 10 | 29 | 15 | 4 | S. Benedict, Parr. |
| | | | 29 | 16 | 4 | |
| Boston | 2282 | Sept. 23 | 29 | 1 | 5 | J. Troyer, Carstairs. |
| | | | 30 | 1 | 5 | |
| Redcliff | 2283 | Sept. 26 | 13 | 6 | 4 | W. A. Dodge, Redcliff. |
| Willow Prairie... | 2284 | Sept. 26 | 36 | 14 | 4 | J. A. Williams, Castor. |
| Union Valley.... | 2285 | Sept. 26 | 12 | 7 | 4 | J. W. Shaw, Medicine Hat. |
| | | | 13 | 7 | 4 | |
| Clearwater Lake. | 2286 | Sept. 26 | 12 | 3 | 4 | John A. Crane, Pashley. |
| Corbie Hill | 2287 | Sept. 26 | 18 | 21 | 4 | L. H. Irwin, Milo. |
| Rose | 2288 | Sept. 26 | 42 | 1 | 5 | L. L. Dicks, Buckhorn. |
| | | | 43 | 1 | 5 | |
| Pine Valley | 2289 | Sept. 26 | 61 | 23 | 4 | J. J. Skolt, Halfway Lake. |
| | | | 61 | 24 | 4 | |
| Broadview | 2290 | Sept. 26 | 33 | 7 | 4 | J. W. Caswell, Wiste. |
| | | | 34 | 7 | 4 | |
| Red Rose | 2291 | Sept. 26 | 30 | 14 | 4 | Carl Vowel, Copeville. |
| Edmonton | | | | | | |
| Highlands ... | 2292 | Sept. 27 | 53 | 23 | 4 | A. W. Coone, Edmonton, |
| | | | 53 | 24 | 4 | 44 Jasper Ave. East. |
| Verdant Valley... | 2293 | Oct. 8 | 29 | 18 | 4 | G. Simpson, Verdant Valley. |
| Blumenan | 2294 | Oct. 8 | 38 | 18 | 4 | H. Martin, Stettler. |
| Beaver Pioneer.. | 2295 | Oct. 8 | 10 | 18 | 4 | W. G. Rogers, Chin. |
| | | | 11 | 19 | 4 | |
| Acme Village ... | 2296 | Oct. 8 | 29 | 25 | 4 | T. W. Bannerman, Acme. |
| | | | 29 | 26 | 4 | |
| Montpelier | 2297 | Oct. 8 | 9 | 15 | 4 | Alma Peterson, Taber. |
| | | | 9 | 16 | 4 | |
| Edson | 2298 | Oct. 14 | 53 | 17 | 5 | John Griggs, Edson. |
| Cameron | 2299 | Oct. 25 | 10 | 19 | 4 | J. P. Thom, Coaldale. |
| | | | 11 | 19 | 4 | |
| Passburg | 2300 | Oct. 25 | 7 | 2 | 5 | E. A. Hamilton, Passburg. |
| | | | 6 | 3 | 5 | |
| Comet | 2301 | Oct. 25 | 52 | 28 | 4 | M. M. McKinley, Stony Plain. |
| | | | 52 | 1 | 5 | |
| Brookland | 2302 | Oct. 25 | 58 | 2 | 5 | J. L. Thompson, Lumford. |
| | | | 59 | 3 | 5 | |
| Glenbow | 2303 | Oct. 25 | 25 | 3 | 5 | R. P. Blakey, Glenbow. |
| | | | 25 | 4 | 5 | |
| Hudson | 2304 | Oct. 25 | 8 | 14 | 4 | Oscar J. Graham, Grassy Lake. |
| North Edmonton. | 2305 | Nov. 9 | 54 | 24 | 4 | L. A. Lloyd, North Edmonton. |
| Strawberry | 2306 | Nov. 9 | 50 | 1 | 5 | W. A. Littleproud, Telfordville. |
| | | | 50 | 2 | 5 | |
| Hill City | 2307 | Nov. 9 | 4 | 27 | 4 | A. L. Garringer, Hill Spring. |
| | | | 4 | 28 | 4 | |
| Earl Grey | 2308 | Nov. 9 | 29 | 9 | 4 | W. H. Watson, Calgary. |
| | | | 29 | 10 | 4 | |
| Labree | 2309 | Nov. 9 | 57 | 8 | 4 | Edward Labree, St. Edouard. |
| | | | 58 | 8 | 4 | |
| Metitize | 2310 | Nov. 9 | 31 | 19 | 4 | G. Deeprose, Mecheche. |
| Sligo | 2311 | Nov. 9 | 45 | 4 | 4 | P. Monahan, Greenshields. |
| Grand Ridge | 2312 | Nov. 25 | 32 | 10 | 4 | G. Belanger, Garden Plains. |
| Rainy Hills | 2313 | Nov. 25 | 20 | 10 | 4 | Wm. B. Larson, Tilley. |
| Glenora | 2314 | Nov. 25 | 46 | 12 | 4 | A. N. McPherson, Viking. |
| | | | 47 | 13 | 4 | |
| Valley City | 2315 | Nov. 25 | 11 | 7 | 4 | J. E. McAskill, Seven Persons. |
| Buffalo Plains ... | 2316 | Nov. 25 | 28 | 7 | 4 | Theo. W. Teman, Chinook. |
| | | | 29 | 8 | 4 | |
| Fox Coulee | 2317 | Nov. 25 | 30 | 20 | 4 | Thos. Whyte, Munson. |
| Oakhurst | 2318 | Nov. 25 | 5 | 6 | 4 | C. T. Wesley, Manyberries. |

School Districts Erected During the Year—Continued.

| NAME | No. | Date of Erection | General Location | | | SECRETARY |
|------------------|------|------------------|------------------|-----|---|-----------------------------------|
| | | | Tp. | Rg. | M | |
| McDougal Flat... | 2319 | Nov. 25 | 32 | 5 | 5 | H. M. Griswold, Sundre. |
| | | | 33 | 6 | 5 | |
| West Edmonton... | 2320 | Nov. 25 | 53 | 24 | 4 | Johathan Davidson, Elm Park. |
| Laurier | 2321 | Nov. 25 | 27 | 11 | 4 | E. F. Boggess, Berry Creek. |
| Czahar | 2322 | Nov. 25 | 55 | 15 | 4 | Robert Stewart, Whitford. |
| | | | 56 | 16 | 4 | |
| Knudson | 2323 | Nov. 25 | 32 | 15 | 4 | C. R. Flanders, Dowling Lake. |
| | | | 32 | 16 | 4 | |
| Lodi | 2324 | Dec. 9 | 17 | 1 | 4 | G. Schulz, Hilda. |
| Kotzman | 2325 | Dec. 9 | 59 | 16 | 4 | G. Rosewczuk, Smoky Lake. |
| | | | 60 | 17 | 4 | |
| Bryn Mawr | 2326 | Dec. 9 | 25 | 26 | 4 | R. G. Jones, Dalroy. |
| | | | 25 | 27 | 4 | |
| Keoma | 2327 | Dec. 9 | 26 | 26 | 4 | W. D. Powers, Keoma. |
| | | | 26 | 27 | 4 | |
| Ufford | 2328 | Dec. 9 | 57 | 21 | 4 | Wasyl Romaniuk, Redwater. |
| | | | 57 | 22 | 4 | |
| St. Edward | 2329 | Dec. 9 | 58 | 8 | 4 | Jos. Macklin, St. Paul des Metis. |
| | | | 57 | 9 | 4 | |
| Buchan | 2330 | Dec. 9 | 34 | 13 | 4 | Daniel Tracy, Garden Plain. |
| Berta Vale | 2331 | Dec. 9 | 25 | 25 | 4 | W. G. Way, Strathmore. |
| | | | 24 | 24 | 4 | |
| Beaverdale | 2332 | Dec. 9 | 38 | 13 | 4 | John Addison, Castor. |
| | | | 38 | 14 | 4 | |
| Rush Lake | 2333 | Dec. 9 | 14 | 3 | 4 | Robert Boyd, Medicine Hat. |
| | | | 15 | 3 | 4 | |
| Cluny | 2334 | Dec. 9 | 21 | 21 | 4 | Nephi Anderson, Cluny. |
| | | | 22 | 22 | 4 | |
| Edon | 2335 | Dec. 9 | 35 | 11 | 4 | Jacob Hiltz, Haneyville. |
| | | | 36 | 11 | 4 | |
| Gold Coin | 2336 | Dec. 9 | 14 | 19 | 4 | Albert Jones, Rosemead. |
| | | | 15 | 20 | 4 | |
| Royal | 2337 | Dec. 24 | 16 | 9 | 4 | E. A. Rodman, Carlstadt. |
| Alpha | 2338 | Dec. 24 | 30 | 16 | 4 | B. L. Tillotson, Hand Hills. |
| | | | 31 | 16 | 4 | |
| Weed Creek | 2339 | Dec. 24 | 48 | 28 | 4 | W. Hudson, Buford. |
| | | | 49 | 1 | 5 | |
| Michichi | 2340 | Dec. 24 | 31 | 18 | 4 | B. D. King, Delia. |
| | | | 32 | 19 | 4 | |
| Beaverlodge | 2341 | Dec. 24 | 71 | 9 | 4 | C. O. Pool, Redlow. |
| | | | 72 | 10 | 4 | |
| Myrtle Creek ... | 2342 | Dec. 24 | 58 | 19 | 4 | M. P. Allan, Myrtle Creek. |
| | | | 59 | 20 | 4 | |
| Chornik | 2343 | Dec. 24 | 54 | 11 | 4 | S. Hrynyk, Musidora. |
| | | | 55 | 11 | 4 | |
| Eye Hill | 2344 | Dec. 24 | 37 | 2 | 4 | H. O. Holsten, Provost. |
| | | | 37 | 3 | 4 | |

PART II.

SPECIAL REPORTS

I.

ALBERTA NORMAL SCHOOL

REPORT OF DR. COFFIN,
ACTING PRINCIPAL NORMAL SCHOOL
CALGARY.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
 Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the fifth annual report of the Provincial Normal School.

The regular sessions of the Provincial Normal School were held in 1910, extending from January 4th to April 30th, and from August 23rd to December 23rd respectively. The attendance for the two terms appears from the following table:

ATTENDANCE FOR 1910

| | FIRST CLASS | | | SECOND CLASS | | | TOTALS FOR TERM | | |
|-------------------|-------------|---------|-------|--------------|---------|-------|-----------------|---------|-------|
| | Males | Females | Total | Males | Females | Total | Males | Females | Total |
| First Term . . . | 8 | 11 | 19 | 26 | 38 | 64 | 34 | 49 | 83 |
| Second Term . . . | 16 | 20 | 36 | 21 | 78 | 99 | 37 | 98 | 135 |
| Total for Year | 24 | 31 | 55 | 47 | 116 | 163 | 71 | 147 | 218 |

Of the above 11 were University graduates from Canada and Great Britain, and a few others have completed at least two years of the University work. In the first class 30 out of 55 had had from six months to eight years teaching experience, and in the second class 84 out of 163 from three months to five and one-half years. Besides the students in regular attendance during this year, six others wrote on the first class professional examinations; of the first class three were required to repeat the practice course, and of the second class seven failed on account of illness to complete their practice course, and nineteen were required to repeat the course. The total number who took the practice course during the year, including those who were required to repeat from a previous year, was 233; with a minimum of eight lessons per student this is an enormous burden on the practice school and there is urgent need of more practice rooms.

With such a large percentage of mature students and experienced teachers in attendance the present short course might well serve to give adequate training; but, unfortunately, joined in the same classes

with these are young people who know nothing of the problems the text books and lectures attempt to discuss, and who are therefore at a great loss in arriving at the real meaning of professional problems, until, at least, they have nearly completed their practice course; it is therefore reasonable to believe that some preliminary experience would enable the youth, just fresh from the high schools, the better to appreciate the teachers' problems and to assimilate the matter in the text books and the lectures.

The work of the year was marked by no innovations or radical changes, except that in January and February a short course of one month was held for the benefit of qualified British teachers, who had been granted provisional standing in Alberta, but who wished to make a thorough study of our curricula and school laws; five teachers, one male and four females took this course this year, and we believe that most of these have taught with success in the province. It is expected that this special course will be given regularly during each winter session.

No changes took place on the Normal staff this year; in the practice staff, Miss M. E. Howson was succeeded after the summer holidays by Miss D. J. Dickie, M.A., and Miss Margaret Munroe by Mrs. A. Grigg. Miss Helen F. Mason, stenographer and librarian, resigned at the close of the year.

The usual demands were made on the staff for addresses at institutes; the vice-principal, Messrs. Russell and Miller and Miss Brunett spoke at teachers' meetings in various parts of the province.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) E. W. COFFIN,

Acting Principal.

I I.

REPORTS OF INSPECTORS

REPORT OF J. A. SMITH, B.A., CALGARY INSPECTORATE

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Calgary Inspectorate for the year 1910.

During the year twelve new rural schools were opened in my district with attendances which justified and rewarded the efforts of the ratepayers and trustees. Six other districts have been organized and in three of these the school building is in the course of construction. Considering the amount of rural territory under my supervision this is a remarkable growth. The buildings erected are the very best which the financial ability of the district will permit.

In Calgary the rate of increase of the school population has been so rapid that the school board are forced to build cottage schools to provide temporary accommodation until larger and more permanent buildings are erected. Calgary has now ten large and well equipped stone and brick buildings. The lighting, ventilation and sanitation of these buildings reduces to a minimum any tendency to physical and moral unhealthiness.

The enrolment of pupils in the Calgary schools for the year 1910 was approximately 5,000. The school board expect to spend \$500,000 in school buildings and the equipment of these during the year 1911. The school boards (public and separate) are to be commended in their efforts to keep the educational advancement of the city ahead of its material advancement.

There is yet little done in the way of beautifying the grounds by planting trees and cultivating flowers. In my rural districts I have tried to encourage school gardening but have not met with much success. Many teachers have become disheartened at the results of their efforts in this branch of school work. The grounds are as a rule kept clean and the fence and gates in good repair.

There is room for a vast improvement in the work of the majority of my rural schools. The irregularity of attendance, the frequent changing of teachers and the consequent absence of continuity in the work, seem to be the greatest drawbacks to the general welfare of the school. In many of my districts there is little or no effective co-operation of parents, trustees and teacher. There seems to be a spirit of independence on the part of both teacher and trustees. The rural teacher will not stand for the many inconveniences and hardships of rural life and takes a chance on there being a minimum in some other district. Many parents and trustees too freely and emphatically criticize the work of a

teacher before he or she has been given a chance to make good, thus causing restlessness on the part of the teacher. I think the method of placing the teachers in training followed in the Provincial Normal school adds to the spirit of independence on the part of the trustees. Before we can hope for effective results in the work of the rural school, the engagement of a teacher for one term will have to cease.

In the Calgary schools and in the majority of my town schools the work is of a high standard. Among these teachers you will find high educational ideals, a wide scholarship, and a close and kind relation between pupils and teacher. The course of studies is being followed closely and all subjects thoroughly taught. I was pleased to note a decided improvement in the teaching of composition. More definite and systematic methods are used in teaching writing and in many of the rooms of the city schools the results are excellent. The teaching of geography is giving some teachers difficulty. Those teachers who adhere closely to the text books and make the subject a matter of memory are not rewarded with encouraging results. Reading in the higher standards is not receiving the attention it deserves.

A worthy interest is taken in music, drawing, manual training, domestic science and physical culture, in the city schools. Expert supervisors have charge of the work. It is unfortunate that the conservatism of tradition, or the lack of financial ability, or both, is so long keeping manual training work from our town and rural schools. The training of the pupils in the correlate use of hand and eye in the manipulation of tools and materials, gives them a remarkable readiness of adaptability in any field of activity where such skill is required.

Before closing this subject I feel it my duty to comment on the excellent work done by the members of the staff of the practice school. They are doing their part in establishing professional standards, in maintaining professional ideals and in fostering the teaching spirit. They are exemplifiers of the best methods and the most progressive thought.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) J. A. SMITH,

Inspector of Schools.

REPORT OF E. L. HILL, B.A., STRATHCONA INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Strathcona Inspectorate for the year 1910.

There has been distinct progress made during the year. New districts have been organized, accommodation increased, additions made to the staffs of graded schools, and nearly every phase of the work has evidenced gratifying results.

Several new school buildings have been erected in this inspectorate during the year, and several more will be begun early in 1911. An excellent addition to their series of fine school buildings has been made by the Strathcona Board in the erection of the Alexander C. Ruther-

ford school. This is a substantial, four-roomed, brick building calculated to serve the needs of the rapidly growing eastern suburbs. The Strathcona Board has also found it necessary to add two one-roomed schools to meet suburban needs.

It is a pleasure to report the deep interest displayed by most boards of trustees. In many cases great expenditure of time and energy has been in evidence. This has been particularly pleasing in the case of the trustees of some of our schools where the children have a foreign language as their mother-tongue. From time to time I have been glad to note the trustees' appreciation of the work of an efficient teacher. In many cases I can see among trustees an increasing perception of the difference between poor and effective teaching and also a growing desire to have the best.

A few cases of trustees using their office for their own personal benefit stand out in contrast to the general unselfish interest taken by most trustees.

Several schools in this inspectorate have failed to keep open the number of days required by the Ordinance. I regret to state that this failure in at least two cases was due to the penuriousness of the Board.

A number of children have been in attendance for a very limited time. The provisions of the recent legislation will make it much easier to secure a remedy for such cases. In my opinion there is urgent need for putting into operation the provisions now made for compelling proper attendance.

The work of the majority of our teachers is worthy of praise. I have observed a decided improvement in elementary work. The teachers have made efforts to employ the best methods and materials.

About one hundred teachers trained outside the Province are at work in this inspectorate. Owing to higher salaries paid in the southern part of the Province many of the graduates of our Provincial Normal School prefer teaching in the south. The efficiency of the Normal School is attested by the almost uniform success of the graduates. Among the teachers trained elsewhere, particularly those trained outside the Dominion, I have found a number who seem to have little appreciation of pedagogical values. Their methods have been found defective, their attention to school-room details weak, and their general adaptability and resourcefulness surprisingly poor. These defects could be remedied, in large degree, by a short term at our Normal School. The disadvantages resulting from too frequent changes of teachers could be overcome to some extent by taking steps to cause teachers coming from outside the Province to get in touch with the methods taught in our Normal School.

I have exercised considerable care in examining the teaching of writing and the results obtained by various plans employed. I am convinced that the efforts to secure arm-movement are largely ineffectual because of the smallness of the space afforded by the top of the usual school desk. The smallness of the desk-top is decidedly favorable to the objectionable cramped finger-movement.

Increased attention is being devoted to English subjects. Progress has been made in the teaching of composition, but there is still much room for improvement.

I am more and more impressed with the importance of *Citizenship* as the aim of our school activity. Here and there one can note the effort of foreign-born parents to secure for their children the best that

Canadian citizenship can bring. In other cases there is a lamentable lack of desire to fall into line—and in a few cases a positive effort to follow old traditions to the subversion of Canadian ideals. While one can sympathize with the desire of foreign-born parents to secure for their children a knowledge of their mother-tongue, yet steps ought to be taken to insist that such a desire shall not result in depriving any child of his right to a full share in the educational benefits offered by our Province, particularly the benefit of an inspiration to become a loyal Canadian citizen.

During the year a number of schools, having to their credit unexpended library funds have been encouraged to make proper expenditure. This has resulted in a marked improvement in several school libraries. Most schools are making good use of the library. In some cases the adults of the district are receiving direct benefit from it. As pointed out in my report for last year, there is abundant evidence that further extension of the usefulness of the school library would be appreciated in many districts. The lack of books in the homes of many pupils re-acts very seriously in such subjects as literature, composition and history. I believe that the inferior work in these subjects by many pupils is largely due to this defect.

A consideration of the whole question shows clearly that the school library should be enlarged to become the general library of the community in rural districts. By combining the present excellent system with a modified travelling-library system, a plan could be readily developed that would serve the needs of pupils, ex-pupils and parents.

The fourteenth annual convention of the Northern Alberta Teachers' Association was held in Wetaskiwin on October 27 and 28. The attendance was good, but, unfortunately, many of the teachers most in need of the stimulus of such a convention were not present. Particular mention should be made of the address given at the evening session by Professor Kerr of the University of Alberta. This address original, forceful and helpful, was received by the teachers with marked appreciation. The convention decided to meet in Strathcona in the autumn of 1911.

Early in the year two weeks were spent in the office in work connected with the new catalogue for school libraries. Under instruction of the office some eighteen days were spent in field work in connection with questions involving sites and boundaries of districts.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) E. L. HILL,

Inspector of Schools.

REPORT OF J. F. BOYCE, B.A., RED DEER INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,

Minister of Education,

Edmonton, Alberta,

SIR,—I have the honour to submit the following report on this inspectorial division for the year ending December 31st, 1910.

During the year there has been good progress in the material things relating to the educational affairs of this part of the province.

Twelve new districts have been organized and a number of new schools are being erected. Among them in the prosperous town of Stettler a fine, eight-room, solid-brick building is nearing completion. From the viewpoint of architecture, lighting, heating, ventilation, and convenience this is an excellent type of the modern, well-appointed graded school, being built in the cities and towns of the province. The structure is quite equal to some of the best schools in the larger centres and reflects much credit on the enterprise and the interest in education of the Stettler district.

The furnishings for the interior of both rural and urban schools indicate a desire on the part of trustees and ratepayers to provide all the conveniences for modern education. Practically all the schools in this inspectorial division are well supplied with the necessary equipment for ordinary school work. Those districts which have been in operation for a few years have the beginning of a good school library. Many teachers take a praiseworthy pride in keeping their schools neat and in decorating the interior with curtains, pictures, pupils' work, black-board drawings or other devices. The silent influences of clean buildings and bright cheerful surroundings are potent factors in the development of character and much praise is due those trustees and teachers who show interest and good taste in school room decoration.

A few rural districts have shown a creditable interest in beautifying their school grounds and in planting small flower and vegetable gardens but it cannot be said that the movement is at all general. When a school garden is undertaken the children display more than ordinary interest in it and nearly all the work in connection with it is done during the noon hour or at intermissions. It is significant as to the educational value of gardening when so much interest is shown by the pupils and so little time taken from the regular school work. There is no doubt, however, that the time taken for this work is well spent. Speaking generally regarding gardening, I am of the opinion that in this inspectorate at the present time it is taken in hand rather for the pleasure it affords than for its pedagogical value. Incidentally much good results. In as much as School Gardening lends itself readily to correlation with other subjects of study more particularly Arithmetic, Drawing, Supplementary Reading, Literature, Composition, Elementary Hand Work, Geography and Nature Study, it would seem reasonable that the simplest way of introducing Elementary Agriculture in the schools would be to organize for the province a general movement for School Gardening more especially in those districts where the climatic and soil conditions are favorable.

In the town districts improvement in the actual school work is noticeable from year to year. It was a pleasing feature of the year's inspection to find that more attention was being given Music and Drawing and that the higher standards were making very creditable progress in the arm-movement system of Writing. At the same time the other subjects of study were receiving due attention. In a few rural schools where the teacher remains a year or longer the progress of the pupils is, as a rule, as satisfactory as might be expected, but in the majority of the country districts, especially where there is a frequent change of teachers or a short term school, the standing of the classes is seldom satisfactory. It would seem that much money, time and energy are wasted. An adequate supply of trained teachers would do much toward improving the condition of the rural school and if the teachers had some special training in Hand Work, School Gardening and Elementary Agriculture

the work of the school would be more interesting, vitalizing and practical. The question of making the rural school more efficient is one of the most difficult problems confronting educationists of today.

I have the honour to be, Sir,

Your obedient servant,

J. F. BOYCE,

Inspector of Schools.

REPORT OF J. A. FIFE, B.A., EDMONTON INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Inspectorate for the year ending December 31, 1910.

At the beginning of the year there were in this inspectorate 77 school districts with 153 teachers and supervisors. Of this number there were in the city of Edmonton 70 teachers and 5 supervisors. In the village of St. Albert there were three teachers and the remaining 75 teachers were distributed throughout the rural districts.

During the year there was an increase of 3 districts and 5 teachers were added to the city's teaching staff.

In the newer parts of the inspectorate there is much timbered country and considerable low land and development is consequently slow, hence the increase in the number of school districts is very small compared with that which takes place in the open prairie country of the middle and southern parts of the province.

There were in course of erection during the year in the city of Edmonton, the new High School and the Oliver Public School, both of which are beautiful buildings with extensive grounds. These two schools are as good as any other city schools in the province. St. Albert, too, completed a new four-roomed brick school which has an excellent site and a fine outside appearance but its interior has been sadly marred by architectural blunders. No provision was made for cloakrooms and the pupils could not be seated in any way to prevent their being compelled to face a blaze of light from two windows. Before the class rooms could be used it was necessary to partition off a part of each for a cloak room, the wall thus built being a protection for the children's eyes. It would appear to me almost necessary that the Department should ask that plans of proposed school buildings be submitted to a competent architect and be approved by him before the right to raise money by debenture is granted. This course, I think, would insure a wiser expenditure of the people's money. The general character of the school buildings throughout the inspectorate is improving and many boards of trustees are justly proud of their trim, nicely painted and comparatively up-to-date schools. Some of the districts of the inspectorate are among the very oldest in the Province and their first school houses are being replaced gradually by new ones with concrete basements, hot air furnaces and hyloplate blackboards. But I am sorry to say that these otherwise good buildings are often poorly lighted and have very faulty ventilation.

There is still much room for improvement in the school surroundings. Many of the lots are not even cleared or fenced and very few show any traces of attempts at adornment. Many of the rural school districts also lack a supply of good drinking water. Quite a number have wells but either from disuse or the presence of alkali, the water is foul and unfit for drinking.

The standing of the teachers in this Inspectorate is as follows:

| | |
|--|----|
| Degree of M.A. and First Class Certificate | 1 |
| Degree of B.A. and First Class Certificate | 9 |
| First Class Certificate | 28 |
| Second Class Certificate | 93 |
| Third Class Certificate | 8 |
| Permits | 27 |

The average standing of the rural schools of the inspectorate is very low. Several causes contribute to this condition, a few of which are the following:

Many parts of the inspectorate are timbered and in others there are numerous large sloughs. Owing to these conditions, settlement is slow, roads often impassable and the people usually poor. After a district is formed and the school built it is very difficult for the rate-payers to maintain a teacher for four or five months of each year. These short term schools are often taught by permit teachers (who constitute 16.3 per cent. of the teaching body of the inspectorate) and their work on the average is inferior in quality. Permit teachers usually are cheaper than those with legal qualifications, hence the average salary paid in the inspectorate is low. Many teachers receive only \$600 per annum and very few in rural districts as high as \$720 per annum. As a consequence many of the best normal school graduates obtain positions in the southern parts of the province. Other causes of the low standard of the rural schools are irregularity of attendance and the frequent change of teachers.

A very considerable number of parents do not speak English to their children and they consequently start to school with a very serious handicap. Much of their time during their first years of school must be spent in English exercises and progress is very slow. This condition is rendered more serious on account of the fact that many of these non-English districts have very persistent desires to employ only teachers who speak their own language, even though they be not legally qualified. This has been a very serious drawback to the success of these schools. After a careful study of the conditions I am strongly of the opinion that the best teachers for such districts are those who have a good knowledge of English.

Another serious difficulty in the newer districts is the collection of the taxes levied. A bachelor, for example, files on a quarter section and spends very little time on his homestead. He has no stock or implements and is merely trying to hold his claim without improving it. He has no fear of cancellation for in the wooded country homesteads are not so closely watched as in the open country farther south. He does not want a school and will not pay his taxes. He has no goods or chattels which can be distrained and the Secretary reports the case to the Public Works Department. The tax becomes a lien against the land and for two years at least, the district does not receive any revenue from it. It often happens too, that the homesteader has a quiet understanding with a friend that he will abandon his claim on a certain date

and give him an opportunity to file on it. When it was abandoned, the land became the property of the government and the taxes due the district no longer a lien against the land and the school loses the amount due it. Such are a few of the difficulties in maintaining schools in the newer parts of the inspectorate.

The city schools contrast very strongly with those of which I have just been speaking. They are under control of a Board who take a great interest in the duties to which they have been elected and who have no difficulty in obtaining money to carry on their work. They employ a superintendent who is an expert educationist and who is careful to secure the best teachers available. The standard of efficiency in the city schools is, consequently very high and the opportunities afforded for obtaining a Public or High School education are quite equal to those available in the older provinces of the Dominion.

The subjects on the course of study are excellently taught in the city schools excepting writing and nature study. The former does not receive the attention its importance demands, and the latter is not made as interesting as one would expect it would be.

Drawing, music and manual training are taught by competent supervisors and the results are especially good. Reading is also especially well taught.

In the rural districts, reading, arithmetic and grammar are usually well taught. Composition is often taught in a haphazard sort of fashion and receives little systematic attention. History, on the average is poorly taught but occasionally one meets a teacher who is able to create an interest in it and make it a live subject to the children.

Geography in many cases is a mere book subject and little attention is paid to the practical side of it. Nature study is in most schools poorly taught, largely on account of the fact that the teachers have not had much training in the subject.

A very successful convention of the Northern Alberta teachers was held in Wetaskiwin in October at which excellent addresses were given by Professors McEachern and Kerr of Alberta University, and Dr. Coffin of the Provincial Normal School. Several of the teachers also contributed interesting papers. The convention was well attended and was helpful and inspiring to the teachers.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) J. A. FIFE,

Inspector of Schools.

REPORT OF P. H. THIBAUDEAU, B.A., LACOMBE INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the condition of education in the Lacombe Inspectorate for the year 1910.

This district comprises Townships 40 to 44 inclusive, between Range 17, west of the 4th Meridian, and Range 7, west of the 5th Meri-

dian. It thus contains between eighty and ninety townships, though there are a few townships in the extreme west in which no schools have yet been established. That the district is fairly well organized is evidenced by the fact that out of some 250 districts organized in the Province during the year only two new rural districts were formed within my Inspectorate.

During the year every school in the district was visited once, and there were only ten rural schools and five graded departments that I was unable to visit a second time. Three rural schools received three visits each during the year. Nine rural schools were not in operation at all during the year, some of these being new districts and the others having insufficient children to warrant operation.

Education conditions throughout my inspectorate are gradually improving. More than half of my schools are now operated throughout the full school year, and those which still continue in operation during only a part of the year have lengthened their period of operation.

The proportion of provisional teachers employed during the year was less than half that of former years, and as several of these had some training and experience, creditable work was done in almost every case. During the year the supply of teachers was practically equal to the demand so that for the first time in my five years' experience in the work every school in my inspectorate desiring a teacher was supplied.

The question of classification and promotion from standard to standard has given rise to less trouble than usual, though cases still arise from time to time which require attention. This is one of the difficulties arising from the too prevalent short term school. Teachers are sometimes disposed to yield too readily to the importunities of pupils or their parents and to make promotions on the basis of time rather than achievement. The fact that a pupil has been two years in the Third Standard is scarcely sufficient justification for his promotion to a higher standard when it is found upon investigation that his actual attendance at school during the two years was limited to sixty or eighty days. I am recommending my teachers to prepare and enter in the records for the information of their successors a statement of the actual attendance of pupils since their last promotion.

The usual defects in class management are still quite noticeable in some schools. Probably the most common of these are faulty methods of questioning, unrestrained simultaneous answering by pupils and unsystematic division of time between seat work and class teaching. Such matters have to be called to teachers' attention frequently, and in most cases there is evidence of earnest endeavour to improve.

The absence of an authorized set of copy books and of a definitely defined system of writing gives rise to complaint to the effect that writing is not being taught. I believe that in many cases the complaint is well founded, yet I am not in favour of an authorized set of copy books. It is my opinion that the use of the ordinary copy book results in the adoption of the finger movement, which cannot produce as satisfactory results as the muscular movement, which gives ease, speed, grace and character to handwriting.

Increased interest and improvement is to be noted in the regularity of attendance and in punctuality. In this connection I desire to mention the case of Mary's Villa school about half way between Camrose and Stettler. During the first half of the year the attendance was perfect, not one pupil having been absent on any day during the term. During

the second term four absences occurred, but with this exception the attendance in this school throughout the year was perfect. This condition is due to the interest and loyalty displayed by teacher, trustees, parents and children alike, and results not merely in a record attendance, but also in excellent provision having been made for the comfort of the children and the effectiveness of the teacher's work.

A convention was held in Lacombe on October 27th and 28th at which about seventy teachers were in attendance. The papers given were very instructive and helpful, especially that on primary reading by Miss Burnett of the Normal School. Strange to say most of the teachers who failed to attend the convention were those who should have benefited most from the discussions owing to their own lack of professional training.

The gradual rise in the scale of rural teachers' salaries is gratifying, not merely because their remuneration is becoming more nearly commensurate with their services, but rather that it gives promise of the teaching profession becoming a chosen life work and not simply a convenient stepping stone to some other profession.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) P. H. THIBAUDEAU,

Inspector of Schools.

REPORT OF J. W. BROWN, B.A., MACLEOD INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
 Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Macleod Inspectorate for the year 1910.

As most of the territory in this inspectorate is included in some school district, few districts were erected during the year.

In the rural districts particularly I have to report that little progress has been made in the matter of grading, fencing and beautifying the school grounds. The reason alleged for this is on account of the general failure of the crops this season. The trustees in most districts endeavored to economize as much as possible without impairing the efficiency of the actual teaching. However, considerable improvement was made in the towns and villages, particularly at Macleod and Coleman.

In town districts the duties of the caretaker are performed in a fairly satisfactory manner but in rural school districts efficient paid caretakers are still the exception. In many cases the work is done by the pupils, assisted by the teacher in a few instances. Needless to say the results are in many cases very unsatisfactory.

There is no getting away from the fact that most of the rural schools are unsanitary, to say the least. It is evident in the majority of cases that when rural school trustees pay sixty or seventy dollars a month for a teacher they feel as if they had gone their limit and could not possibly carry the additional burden of a paid caretaker.

In many cases during inclement weather the inspector finds the school cold, dirty and generally uncomfortable to such an extent that it is a welcome relief to get out into the storm again, but for the pupils attending such school day after day there appears to be no adequate redress. It is to be regretted that so many trustees fail to realize the evil effects of such environment. Some further legislation in the matter of apportioning the school grant would, I believe, be very helpful in the solution of this difficulty.

In graded schools the general standing of the pupils is highly creditable. The same may be said of some of the rural schools, but the standing of the pupils in many of the latter class of schools is not nearly so satisfactory owing mainly to one or more of the following causes: frequent change of teachers, irregular attendance, short term schools, and the employment of "permit" teachers.

A fairly well attended convention was held at Pincher Creek in October at which a number of excellent papers were read and fully discussed. Dr. Tory, President of the University of Alberta, gave an eloquent and inspiring address at the evening session.

While purely educational work is progressing as well as one could look for in a new and rapidly expanding country, yet from time to time incidents are brought to the Inspector's notice which concern the moral welfare of the child and the problems which these present are not easily dealt with.

In newly formed districts there will usually be found large boys in the primary classes in addition to the usual number of small pupils, and where there are many grades to teach, the primary classes are often dismissed for a part of each half day. Cases have been reported of boys conducting themselves most improperly in the presence of little girls on the playground. Some thoughtful mothers feel that they should keep their small daughters at home until they are old enough to stay in school from nine until four, but such confinement is not only most unhygienic but cruel to children used to the outdoor life of the country.

Then there is the noon intermission in rural schools where teachers go to a nearby house for lunch leaving the children to riot undisturbed for probably an hour and a half.

Parents realize more than they ever did that the way certain truths are presented to children decides to a great extent whether they shall grow up clean in mind and body or otherwise. A smudge on a child's mind can never be wiped off. What use for mothers to be vigilance itself at home when the work of years is undone in an hour at school, where the roughest and the gentlest of both sexes mingle for a considerable time each day without any oversight whatever! Would it be too much to insist that the teachers of such schools thoroughly supervise the outdoor conduct of the pupils? Eternal vigilance is the price but would it not be worth while?

I have the honour to be, Sir,

Your obedient servant,

J. W. BROWN,

Inspector of Schools.

REPORT OF J. E. LOUCKS, B.A., HIGH RIVER INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the High River Inspectorate for the year ending December 31st, 1910.

This Inspectorate extends from Township 14 on the south to Township 20 on the north, and from the Rocky Mountains on the west to Range 18, west of the 4th Meridian on the east.

There were one hundred and one districts, including four graded schools, in this inspectorate, making one hundred and sixteen departments in all at the beginning of the year, and as the inspectorate is quite well organized there were only four new districts organized during the year. All the schools that were in operation during the spring term were visited during that term, and all except two or three in the extreme eastern part of the inspectorate were visited a second time during the fall term, and several were visited a third time.

Stavely, Nanton and Okotoks have brick school buildings, and there is one brick school house in a rural district. All the rest of the schools in the inspectorate are frame structures, but without any exceptions they are quite suitable for school purposes and many of them are really excellent.

The school grounds contain one, one and a half or two acres of land, and are, with scarcely an exception, in their natural state. In a very few, some attempt has been made in the past to plant trees, but as the work was improperly done, it was not successful. In the Plainfield School District No. 1550, about seven hundred small cuttings were planted about May 1st, but as the ground was already as dry as ashes, and as no rain fell for several months, the plantation failed. I am pleased to state that the attempt will be repeated in 1911. It is quite possible to grow thrifty trees and excellent vegetables in this part of the province, and the ratepayers should be encouraged to start plantations of school gardens as soon as possible in the several school districts.

I am pleased to report that the majority of the school grounds are well fenced, and that considerable care has been taken to erect stables and out-buildings, and to attend to their repair and cleanliness.

The inspectors who were formerly in charge of this district resided either in Macleod or Calgary, and the result was, that trustees were accustomed to write to either of these places to seek aid in securing teachers. They continued to do this during the year 1910, and failing to secure a teacher applied to the department for a permit for some unqualified person to teach in their schools. In a few such cases permits were issued, while at the same time the inspector had communications from qualified teachers seeking schools.

I beg leave to advise that no permits be granted without first consulting the inspector in charge of the school for which the permit is sought.

The work of the teachers in this inspectorate, considered as a whole, is good, and considerable advancement is noticeable in the adoption of modern methods and of higher standards of excellence required of the pupils, but it may be of value for future guidance to note some of the

more common errors in dealing with particular studies on the present programme.

Reading will be better taught when the teachers more fully appreciate the fact that the pupil cannot read with expression until he is taught to understand the meaning of the passage or passages to be read, to apprehend the proper grouping of the words, phrases and sentences in the passage, and to properly use his vocal organs in expressing correct emphasis and distinct articulation.

Nature study is not well taught. Many of the teachers have conceived the erroneous opinion that they must have a scientific knowledge of natural phenomena before they can teach this subject and therefore fail to go to nature and "Let Nature be their Teacher." The prime requisite to success in the teaching of this subject is a willingness to learn.

The treatment of history by many teachers is faulty from the fact that they spend too much time on unimportant details and fail to impress the minds of their pupils with the main action of the drama of the past and its intimate connection with the present.

The basis of geographical study should be a thorough and practical knowledge of the child's environment. The average teacher follows rather the order of the textbook which usually starts with a consideration of the earth as a whole and the pupil fails to understand the subject because the facts presented do not enter into his own limited experience, and cannot therefore be assimilated by him.

A very considerable improvement is noticeable in the teaching of arithmetic, due to the fact, that the majority of the teachers have received professional training and therefore employ better methods in presenting the subject and have truer conceptions of the aims and value of the prescribed course.

A large percentage of the teachers from the inspectorate attended the Provincial Teachers' Convention held at Calgary during Easter week of 1910; considerable time was thus taken from the regular work of their respective schools, and as many of these teachers did not care to expend any more time and money in attending a second one, no local convention was held in the inspectorate during the fall term.

The writer of this report wishes to call attention to the healthful optimism of the trustees and teachers of this district. In spite of the excessive drought which caused an almost complete crop failure, the schools were kept open, the children were sent to school, high ideals were maintained and the future of educational achievement is assured in this part of the province.

I have the honour to be, Sir,

Your obedient servant,

JAMES E. LOUCKS,

Inspector of Schools.

REPORT OF J. C. BUTCHART, B.A., VEGREVILLE INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Vegreville Inspectorate for the year 1910.

There were one hundred and nineteen districts in the inspectorate at the beginning of the year and one hundred and thirty-four at the end. There were ten graded departments at the beginning and eleven at the end of the year. In all there were one hundred and forty-one districts and departments at the end of the year.

During the first half of the year every organized district was visited but in the second half attention was confined mostly to districts where schools were in operation.

As a rule the buildings are good and well equipped, the exceptions being mostly in the older districts. The usual school ground is two acres and many of them are fenced though not much else has been done towards improving and beautifying them, though some have been seeded down and some prepared for seeding.

There are now about sixty-five Ruthenian districts organized and these present peculiar problems and difficulties. The great difficulty of course is ignorance of the English language. Progress in the acquisition of English is necessarily slow for a time from the fact that the pupils hear and speak it only at school and most of these schools are open only part of the year. However, it has been found that wherever even a few of the pupils reach, say, Standard III., the task becomes much easier in the whole school. The necessity of having to acquire a knowledge of English makes an adaptation of subject and method imperative. Once a working knowledge of English is acquired Ruthenian children become very satisfactory pupils. It is to be hoped that more and more of these schools may become yearly schools.

There is only one school in this inspectorate, New Vegreville, which has a room devoted entirely to high school work though there are several schools in which a certain amount of such work is being done.

There were quite a number of teachers teaching on permits during the year. Many of them were college students and on the whole their work was satisfactory.

There has been a good deal of difficulty in getting teachers for some of the outlying districts.

In reading some excellent and some very poor work is done. On the whole one cannot say that the work in this very important subject is more than fair. In many cases little attention seems to be given to the thought of the lesson and not sufficient care is taken to making sure that the meaning and force of new words, allusions, etc., is understood.

The work in arithmetic is very good on the whole. In many cases pupils are slow and inaccurate in making calculations and often use pencils where the work could easily be done mentally. In quite a number of schools, however, really excellent work is being done in this subject.

Composition is, perhaps, the most unsatisfactory subject. The work seems to be unsystematic, badly graduated, and to lack thoroughness. This seems to be a difficult subject even for pupils whose mother tongue is English and the difficulty is much greater with children of foreign extraction.

Fair work is being done in most of the other subjects except drawing and nature study to which little attention is given.

On September 21st and 22nd a union convention of the Vegreville and Vermilion inspectorates was held in Vegreville which was attended by about eighty teachers. Dr. Broadus, of the Provincial University,

and Miss Burnett of the Normal School, rendered valuable assistance. The other papers and discussions were interesting and helpful.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) J. C. BUTCHART,

Inspector of Schools.

REPORT OF G. FRED McNALLY, B.A., WETASKIWIN INSPECTORATE.

HON. C. R. MTCHELL, B.A., B.C.L.,

Minister of Education,

Edmonton, Alberta.

SIR.—I have the honour to submit for your consideration the following report for the Wetaskiwin Inspectorate for the year ending December 31st, 1910.

Great activity has prevailed in this district, in the erection of new school buildings and in the repair of those already in existence. Upwards of fifty thousand dollars (\$50,000) have been expended in the construction of city and rural schools alone. A well-equipped four-roomed building, east of the track, has been completed and put in operation by the Wetaskiwin board. New buildings have been completed and opened in Anderson, John Knox, Baldenstein, Round Hill Village, Brandland, Green Grove, Busk, Sparling, Horican and Elswick districts. The Anderson school is a fine two-storey frame building, capable of accommodating some eighty pupils. New buildings are also in course of erection at Bear's Hill, Normana, Fiserton, Sunny Brook and Strawberry. The Leduc board nearly doubled the capacity of its former building by the addition of a splendid wing.

There are still remaining in my inspectorate some ten log buildings. More than half of these are in bad shape, and the boards are being urged to abandon them for new and modern structures. Where it is possible for the inspector to meet the board for the discussion of plans, much better results are obtained in the matter of light and ventilation. In nearly every case his assistance and advice are welcomed.

Some attention is being paid to school grounds improvement and school gardening in the rural districts. The Hampton board has done excellent work in tree planting and beautifying the grounds. At Bigstone, although the grounds have no proper fence, the pupils under the direction of Mr. F. D. Dilts, the teacher, planted, watered, weeded and brought to bloom three of the finest beds of flowers I have seen anywhere. In my reports I have urged boards, everywhere, to plan during the winter for some definite work of this kind in the early spring.

I have been struck by the almost entire absence of knowledge of any games among the children in rural schools. In some of the foreign schools not only is the knowledge absent but the play spirit seems to be lacking. Such listlessness or repression of a spirit so natural to children must be very bad for both school and child. In some cases revolutions have been accomplished and wonders wrought by enthusiastic teachers in a single term. In every case the work in the school room is fully 40 per cent. better than formerly. Teachers in training should not neglect to equip themselves with the rules and practice of half a dozen or more simple games suitable for small groups of children.

There have been but few times during the year when qualified teachers could not have been placed in schools in this district. The periods of greatest shortage are March 1st and November 1st. On the whole, however, the district has not suffered greatly and fewer "permits" than usual have been issued. The number of male teachers in charge of schools greatly exceeded my expectations, there having been no less than sixty at work in this inspectorate at some time during the year. The work of these men has not been in every case satisfactory but the number goes to show that the education of the young in this province is not all in the hands of either sex.

A very marked increase in the number of pupils taking the higher work, that is Standards V, VI and VII has taken place this year. During the first term there were not quite sixty in classes doing public school-leaving work. After the midsummer promotions, 135 pupils were found in these classes. Wetaskiwin, Camrose, Leduc, Bawlf, Bittern Lake and Anderson all have classes doing work above Standard V.

The greatest drawback to successful work in rural schools has been irregular attendance on the part of the pupils. Earnest teachers by their personal efforts with the parents overcome this somewhat, but in many cases even this is powerless in the face of parental indifference. Many of my best teachers are looking forward to the operation of Compulsory Attendance Act as the greatest auxiliary for successful work this year. In this connection mention might be made of the good order which prevails in most schools. Discipline with the average teacher is the easiest part of the work. This reflects credit on our people and gives promise of satisfactory conditions during the next generation.

In most schools all the subjects of the curriculum are receiving careful attention. Instruction in nature study and drawing appears to be least systematic. Teachers everywhere ask for a book as an aid to the former course. I am not at all satisfied with the results obtained in reading. Other inspectors complain of the same defect, namely, a sacrifice of all expression and even of thought and meaning to a frenzied desire to cover the book. This does not apply to primary reading. The results where this work is attempted at all scientifically and where the two common methods are combined as suggested at the Normal school, are excellent and I am bound to say that our own Alberta trained teachers excel in this. Arithmetic receives its share of attention. Work in history and geography is only fair. Grammar is not at all popular and is sometimes neglected. In composition altogether too much time is put on useless reproduction of the reading lesson with the book open before the pupil. The result is very mechanical work and no originality of thought or expression. Few teachers are willing to take the time to prepare a carefully graded plan of work for the various classes.

The teachers of this district met with those of the Edmonton and Strathcona Inspectorates in convention at Wetaskiwin in October. Over two hundred teachers enrolled, making a record attendance for this association. Nearly 90 per cent. of the teachers of this district were present.

The work being done in the district, taken as a whole, is good. In some instances in the rural schools very excellent results are being obtained. In very few cases would I say that an honest effort is not being made. Teachers trained in the Dominion, as being in sympathy with

our aims and ideals prove most adaptable. In fact I am persuaded that teachers from abroad, in their own interests, should be required to take a short course at the Provincial Normal School.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) G. FRED McNALLY,

Inspector of Schools.

REPORT OF WALTER SCOTT, B.A., HARDISTY INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,

Minister of Education,

Edmonton, Alberta.

SIR,—I beg to submit for your consideration the following report of the Hardisty Inspectorate for the year 1910.

There has been rapid development in the eastern part of Central Alberta during the year. There has been a remarkable rush of settlement into the country south and east of Hardisty. Castor has become a busy town and Gadsby a thriving village. The older settled parts have prospered because of an excellent harvest. The increase in the number of schools has kept pace with the increase in population. Seventy-one departments have been opened during the year, and the equipment of many schools has been largely increased. Sedgewick has built a fine school which is modern in every respect. The work of all the standards except standard eight is now being done at Provost, and two rooms have been opened during the year in Castor.

The progress of the pupils in the annual schools has been good. The teachers almost invariably have been interested in their classes, and have the training enabling them to do systematic and efficient work. Conditions continue unsatisfactory in the short term schools, and the progress of the classes in these has been slow. There has been a small increase in the number of yearly schools.

The teaching of reading is largely satisfactory. The successful work done in the short term schools is for the most part in this subject. Teachers meet with success, as a rule, in teaching arithmetic and Canadian history. The purposes for which British history is a subject on our public school programme are not generally understood. Considerable work is being done in nature study, but the influence of this teaching on the farming of the future is very doubtful. Most schools follow systematically good time tables. The classification on the whole is satisfactory, but in some schools where weak teachers are in charge, pupils are promoted before they are prepared.

Many of the experienced teachers of the inspectorate have left the profession or have moved to the larger centres of the province. Their places have been taken largely by recent graduates of the Normal school and by British teachers. The schools which have been under good management have, as a rule, been able to secure qualified teachers, but the number of "permit" teachers is still large. As trustees gain in experience, they realize the importance of employing the very best teachers to be had.

One-half of the grant based on inspection is required by Ordinance to be spent on books for the school library. As a rule, trustees make the necessary expenditures without being reminded to do so. The schools

are acquiring good libraries and many districts take a pride in securing the best books. In some schools, however, where the teachers are not really interested in their work, the libraries are neglected.

Many trustees have found it difficult to provide for the proper sweeping and dusting of schools, and for the regular scrubbing of the floors. Where teachers are easy-going and careless trustees allow this very necessary part of school work to be neglected. In most schools conditions are satisfactory, and in many remarkably good.

Very few of the districts were represented at the trustees' convention at Lethbridge. The rural school boards especially have not been interested and do not know the value of these gatherings. The teachers of the southern part of the inspectorate attended a union convention at Stettler where an excellent program was provided by the staff of the town school. The second annual convention was held at Hardisty and was largely attended. The program was provided by the teachers who were tendered a complimentary banquet by the citizens of the town.

Westward from Hardisty, in the older settled districts, there has been marked improvement in school conditions during the year. Southward and eastward, however, pioneer conditions prevail. Great credit is due trustees who, as a rule, have had little experience, for their efforts for the good of their schools.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) WALTER SCOTT,

Inspector of Schools.

REPORT OF D. A. MCKERRICHER, B.A., LETHBRIDGE INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report upon educational conditions in the Lethbridge Inspectorate for the year 1910.

This inspectorate extends from township 1 to township 20, and from range 1 to range 23, west of the fourth meridian, and comprises an area in the southeast corner of the province of about 16,000 square miles. This district was once given over to ranching, but is now being settled up by agriculturists who are applying the principles of dry farming.

As indicated in my statistical report, I made during the year 202 actual inspections, 173 visits to school districts and travelled by rail and trail 6,069 miles.

The outstanding feature in this inspectorate this year has been the great activity displayed in the organizing of new districts. At the beginning of the year there were 146 districts or departments and at the close there were 208, an increase of 62. A total of 54 new rural districts were established and this in spite of a very general failure of crop. Over 30 rural schools have been built and equipped.

The new rural school houses are generally of a creditable character, boards usually being willing to follow out the recommendations of the department; but occasionally schools are found where the recommendations as to lighting and ventilation have not been followed, windows being placed on each side and no provision made for ventilation. There is still some necessity of educating school boards as to the importance of the proper lighting and ventilating of schools. Trustees have told me that they were more concerned about keeping out the cold air than about letting it in, and trustees frequently object to placing windows all on one side on the ground that such an arrangement is not so pleasing architecturally. The important thing in the building of a school is to secure a good working plan and the practical advantages of having the light on one side are so obvious that compliance with this recommendation should be insisted upon. This arrangement of windows not only secures the best lighting but leaves an unbroken wall for the placing of black board, the hanging of maps, etc. It is impossible to get a sufficient amount of good blackboard space in any other way. Sometimes the amount of light is insufficient, the low frames ordinarily found in houses being used. In these days when the necessity of a proper system of ventilation and lighting is so generally admitted, it is very regrettable that any new school should be defective in these respects. It would seem to be advisable either to insist on the adoption of a plan recommended by the department or to require school boards to submit the plan of their proposed school to the department for approval.

Sometimes school boards do not call for tenders but undertake to build their school by day labor, the board superintending the work and employing the settlers as carpenters. This is a very poor policy. The school is not built as cheaply or as well as it would be built by a contractor and trouble is almost sure to arise. In one district where this method was adopted the school already has cost nearly \$1,000 more than it should have cost and it is not completed yet. In this case, worse than the waste of money is the hard feeling that has developed.

In the towns the building activity noted last year continues. The new schools begun last year in Medicine Hat, Raymond and Magrath are now completed and in use. A splendid eight-roomed school is now under construction in Lethbridge and a fine twelve-roomed school is nearing completion in Taber. Smaller schools are being built at Grassy Lake and Diamond City. These are all brick structures, built under the supervision of competent architects and are thoroughly modern in every respect.

Owing to extensive coal mining operations which have given rise to thriving towns in the south and also to the tendency of the settlers from Utah to centre in communities there is comparatively a large number of graded schools in this inspectorate. During the year there were eleven graded schools with 91 departments and 66 ungraded schools in operation.

The big graded schools in Lethbridge, Medicine Hat, Raymond, Magrath, Taber and Stirling are in fine working condition. The buildings, the equipment, the arrangements for heating, lighting, ventilation are very satisfactory. In these and other growing towns, whether from devotion to the cause of education or from civic pride, the people are demanding fine, well-equipped schools and are willing to maintain them in first-class condition. In Lethbridge and Medicine Hat where

there is capable and intelligent supervision, the work of the various standards is well co-ordinated and there is uniformity in the classifying and promoting of pupils. In general the graded schools are doing very efficient work and this is to be attributed not only to the superior accommodation and equipment but to the superior quality of the teaching. The best teachers naturally gravitate into the towns. Very little has been done as yet to improve the school grounds except in Medicine Hat, Stirling and Magrath. Stirling and Magrath have done considerable tree planting and with irrigation available they will eventually have very beautiful school grounds. Lethbridge is contemplating a forward step along educational lines, viz., the introduction of manual training and domestic science courses. Systematic work in physical culture has already been begun in all classes.

The rural school presents serious problems. The difficulty of securing a teacher, and, when secured, the difficulty of keeping him; the short term, involving as it necessarily does, a change of teacher and consequently a lack of continuity in the work; the irregularity of attendance of children and in some cases their non-attendance; the frequent necessity of engaging permit teachers whose qualifications are almost poor; the difficulty of collecting taxes and providing for expenses. These are some of the problems rural school boards have to face. Most of them are incident to pioneer life and will pass away as wealth and population increase. There is a general appreciation among the settlers of the value of education and in most districts there is a determination, in spite of difficulties, to maintain a school at least a portion of the year.

The minimum equipment is usually provided but mistakes are often made in the selecting of supplies. Some trustees buy a costly case of maps and a small, cheap globe, whereas the globe is the more essential. The case of maps is often hung up where it cannot be conveniently used or where it interferes with the use of the blackboard. A few detached, portable maps would be more serviceable. The amount of blackboard in rural schools is usually insufficient. An area of 60 square feet is not enough. Nothing so handicaps a teacher as insufficient blackboard and the better teacher he is the more he feels the handicap. Hyloplate is in general use and when properly put up makes a satisfactory surface. The dictionary is merely a costly, unwieldy volume, little used by the pupils. A concise and easily handled dictionary (like Macmillan's new Modern Dictionary sold at 45c.) would be more useful to children. Double seats, unadjustable, are the rule and the assortment of sizes is sometimes poor. A library of any sort is the exception. School boards are sometimes extravagant. One board in a poorly settled district gave a travelling agent an order for equipment amounting to \$347. A great saving to school boards could be effected and a proper equipment of schools insured if the department would undertake to establish a supply house and provide equipment to districts at cost.

The teaching in the rural schools is of all sorts. Very few mere time-servers are found, but of course because of varying degrees of training, experience, aptitude and zeal there are great differences in the quality of the work being done. In general the qualified teachers are reasonably efficient but as nearly 40 per cent. of the rural schools are in charge of permit teachers the character of the teaching as a whole must be described as indifferent.

In primary reading many teachers do not realize that considerable time should be spent in preliminary work and sentence work on the blackboard and in a thorough drilling on phonic values including practice in the discovery of words and oral synthesis. Not infrequently the primer is introduced at once and the pupil taught by the "look and say" method or required to spell out the words in the old alphabetic way. In number work our programme is often not followed, the teachers either not understanding it or preferring some other programme with which they are more familiar. Teachers who follow the programme are often satisfied with having their pupils perform the number operations and do not spend sufficient time in fixing the number facts in memory. In geography pupils appear to be deficient in knowledge of political subdivisions, location and importance of cities and general map geography. It is a question whether or not we are laying too much stress on the scientific side of geography. Nature study and agriculture are not dealt with effectively. Most of the teachers are unfamiliar with our conditions and no literature is easily available which deals with our peculiar forms or plant and animal life or with the methods of soil culture suited to conditions in the dry farming belt.

One of the most serious defects in our schools generally is the absence of anything like uniformity in the grading of pupils. In some schools pupils in Standard IV are no stronger than pupils in Standard II in others. Owing to the large number of new pupils coming to our schools and to the varied character of their previous training the question of classification is a serious one. Teachers commonly grade too high. The programme of studies does not appear to be a sufficient guide and it would seem to be advisable to have uniform promotion examinations either for the inspectorate or for the province. Such examinations would not only help to secure regularity in the classifying and promoting of pupils, but would aid teachers in interpreting the programme and in determining the limits of work for the various standards.

Our schools are not yet as efficient as they might be. Improvement in the care of grounds, equipment of schools and the character of the teaching is possible. It must be remembered, however, that our educational system is merely in process of formation and that many of the settlers are as yet struggling with the physical realities of life. That appreciation of education and a willingness to assume the burden of maintaining a school are so general are hopeful and encouraging indications.

I have the honour to be, Sir,

Your obedient servant,
(Sgd.) D. A. MCKERRICHER,
Inspector of Schools.

REPORT OF J. MORGAN, B.A., OLDS INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report for the Olds Inspectorate for the year 1910.

At the beginning of the year there were 106 school districts in my inspectorate employing 116 teachers. I have visited each district twice

during the year and in a few cases, for special reasons, I have paid a third visit. Fifteen new districts have been organized during the year and in most cases these new districts will have their schools in operation early in the year 1911.

The trustees and parents are showing a commendable interest in education. Schools are being erected even in districts where the settlers are in poor circumstances financially. A good class of building is being put up. These new schools are putting in better equipment than the old ones had, while the latter are adding to and improving theirs. As a rule school boards are neglecting to beautify the grounds, I regret to say. A few planted trees this year but owing to unfavorable weather conditions the trees did not do well and I fear that this failure will have a deterrent effect on action of boards generally along this line.

A convention of teachers was held in the town of Olds, November 1st and 2nd, and it was attended by practically all the teachers within twenty miles of the railway. Considerable interest was evinced by the teachers and I believe they were much benefited. A large part of my territory lies so far east of the railway that the teachers were unable to attend and these teachers, perhaps more than others, needed assistance.

There are but four graded schools in my inspectorate, viz: Olds, Didsbury, Carstairs and Bowden. The three last mentioned have excellent buildings and equipment and I am pleased to learn that the Olds board is taking steps towards securing adequate accommodation and facilities during the coming year. These four schools are doing excellent work.

In some of the country schools the attendance is small. Where these schools are not in the charge of exceptionally strong teachers the interest of both teacher and pupils wanes and the character of the work done is not as good as it is in schools where the attendance is larger.

With regard to the character of the work in the different subjects, I may say that the best teaching is being done in reading, literature, spelling and arithmetic. There is not sufficient definite instruction and training in composition and grammar. In many schools no attempt is made to teach writing, pupils are told to write in their copy books or to transcribe so many lines of their reading lessons while the teacher is otherwise engaged. The results in nature study and agriculture are not satisfactory. This is due largely to lack of knowledge and of interest on the part of the teachers, nor need we be surprised when we consider the diversity of training and conditions experienced by so many of our teachers before they take charge of schools in Alberta.

Speaking generally, I find the graduates of our Provincial Normal school the best equipped for the work of a country school though we are getting some good teachers from Eastern Canada and the British Isles. I regret that many "permit" teachers are engaged even when trained teachers might be secured by a little effort on the part of the boards. More frequent mails and the extension of the rural telephone lines will assist me materially in placing qualified teachers in the future.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) J. MORGAN,

Inspector of Schools.

REPORT OF H. R. PARKER, B.A., VERMILION INSPECTORATE.

HON. C. R. MITCHELL, B.A., B.C.L.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Vermilion Inspectorate for the year 1910.

The year has been one of great activity in building and organization. Over thirty buildings were made ready for occupation and twenty-eight new districts were organized.

The majority of the buildings are spacious, well lighted and ventilated. The buildings erected by Wainwright and Trafalgar are worthy of special mention. In a few instances the buildings are small and poorly ventilated, and in very few districts have they fenced or improved their school grounds.

The school boards are generally progressive and keep their buildings and equipment as well up to date as finances will permit. Most secretaries keep their books in an orderly manner, but a few are careless or incapable. They are generally anxious to receive and to act on suggestions for improvement.

All districts organized prior to January, 1910, were visited twice. A few organized in the latter part of the first term were visited only once, and about five districts organized late in the fall were not visited.

During the year the work of one hundred and five teachers was inspected. Of these, twelve held first-class, forty-three second class, twelve third-class, and thirty-eight provisional or no certificates of qualification. The work of first and second-class teachers is generally satisfactory, although there are a few exceptions. Some few teachers with third-class certificates are doing good work but generally their work is inferior. Among permit teachers, those who have been educated in Alberta are generally fairly successful as are also some who have had professional training before coming to the Province. Students who come to the province during the summer vacation are generally failures in the class room and create conditions that are hard to eradicate. Younger teachers from the British Isles are fairly successful and readily adapt themselves to changed conditions. Those with considerable experience fail to adapt themselves and are generally deficient in knowledge of Canadian geography, history and nature study. Some few retain their native accent to such a degree that pupils have much difficulty in understanding them.

As the majority of schools in this inspectorate have been in operation less than two years, they are necessarily yet in the organization stage. Classification has been made largely on the basis of reading and arithmetic. Pupils are in many schools classified a standard in advance of where they should be working.

The work in reading and arithmetic is very fair although in the case of permit teachers and teachers who received their training outside the province, the programme of studies is frequently not followed. The results in second and third standard history are frequently unsatisfactory. Generally, fair average work is done in grammar, geography and history above the third standard, although there is a marked deficiency in local geography in many schools. Some fair work is being done in drawing while writing and composition are usually poorly

taught. With the exception of some dozen schools no systematic work is being done in nature study.

A joint convention of the Vermilion and Vegreville inspectorates was held at Vegreville on September 22nd and 23rd. There was a fair representation of teachers from this inspectorate although the majority of those in the greatest need of assistance did not attend. The papers were helpful and interesting. One by Miss Burnett of the Normal School staff, was of great value to teachers doing primary work.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) H. R. PARKER,

Inspector of Schools.

III.

EDUCATION IN FOREIGN SETTLEMENTS

REPORT OF ROBERT FLETCHER, SUPERVISOR OF FOREIGN SCHOOLS.

HON. C. R. MITCHELL, B.A., B.C.L., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I beg to submit for your consideration the following report on the condition of education in settlements among foreigners for the year ending 1910.

There are eighty school districts already organized chiefly among Ruthenians. Seventy of these schools have been in operation for some time.

Few of the trustees in these schools have had previous experience in the management of school affairs. In all cases they have been successful in building roomy, well-lighted, frame schools and in equipping them. Most of the trustee boards in purely Ruthenian districts have also erected a shack for the teacher and have furnished it. In a few districts a stable is also built. The work of the secretaries in some districts is crude but they are invariably willing and anxious to learn.

Most of the school grounds have been fenced and in most cases a well has been dug. Very little has been done in the way of beautifying the school premises. In a few cases the ground has been graded and trees have been planted.

The trustee boards, as a rule, deserve credit for the time they devote and the interest they take in administering the affairs of their districts. In a few cases, however, a weakness has been shown in financing the affairs of the district. As a consequence a teacher is secured for only three or four months of the year. As very little progress is made in such a short time, the ratepayers lose interest in the school and consequently the attendance falls off rapidly. Such cases, however, are rare. In one district the assessable property is so small that difficulty is experienced in financing its affairs.

Regularity of attendance in yearly schools is fairly good during the first term of the year. This is due chiefly to the interest the teacher takes in her work. During the fall term some of the children are kept at work in the fields and the attendance is not so good. In some of the short term schools the attendance is quite small and irregular.

A perceptible advance in general intelligence is noticeable among the masses of the Ruthenian people. They are more frank in communicating with people of other nationalities. In business matters they more readily assume responsibility for meeting their obligations instead of attempting to evade them. They are gradually acquiring a knowledge of current events and are able to understand a little about how we are governed. They talk fairly intelligently on the political questions of the

day. This is due partly to their mixing with intelligent English-speaking people and partly to the frequent local discussions they have on current topics.

A person, on a superficial glance, might think they are making slow progress in bringing the soil under cultivation. But when one stops to consider that they entered this country without any wealth; that the great majority of the men worked out to get food and clothing for their families; that it necessarily took a considerable time for them to get a "start" on their farms; when one takes these conditions into consideration he will arrive at the conclusion that they have made fair progress. As many of them now have a substantial outfit, their material advancement in future will probably be much more rapid.

The outlook in these settlements is hopeful. As they get in better financial shape the yearly school will no doubt displace the short term school. As more progress will be made with yearly schools interest in educational affairs will increase and spread. The ratepayers will become more discriminative in their selection of teachers and advancement along educational lines will no doubt be more rapid.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) ROBERT FLETCHER,

Supervisor of Foreign Schools.

PART III.

APPENDICES

PART III.

APPENDIX A.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

APPROVED, SEPTEMBER, 1906.

1. These regulations shall apply to all schools under the control and management of the Department of Education.

SCHOOL GROUNDS.

2. In rural districts the site selected for the school house shall be at the centre of the district. If for any reason the central site is unsuitable the written sanction of the Minister of Education shall be secured before any other site is obtained. The site selected should as far as possible meet the following conditions: (a) It should be easily accessible to all the children of the district; (b) it should be in a dry, elevated position admitting of easy drainage; (c) it should be removed from stagnant water and noisy surroundings.

Subject to the provisions of The School Ordinance in that behalf the board of any town or village school district may select such site or sites as in its judgment may seem desirable.

3. The school grounds in rural districts shall comprise an area of at least one acre, while in town and village districts the area should be at least one-half of an acre. In shape the ground should be about twice as long as it is broad. It should be levelled and kept clear of all underbrush, weeds, rubbish, etc. The grounds should be surrounded by a suitable fence (not barbed wire) which should be kept in good repair. The fuel supply should be kept in a woodshed or suitable box, or it may be neatly piled near the school house.

4. Separate privies, under different roofs, shall be provided for the boys and girls. They should be separated by a close board fence at least six feet high, and their entrance should be effectually screened from observation. The outhouses shall be kept in a cleanly condition and in good repair.

5. If there is any likelihood of getting good water at a reasonable cost a well should be sunk on the premises. For sanitary reasons the well should be bored if practicable, and shall be so situated and protected as to be free from surface drainage and other impurities. In case an abundant supply of water is obtained the well should be pumped or baled out several times during the year. In all districts where water cannot be obtained by sinking a well the board shall provide a sufficient supply of wholesome drinking water for use during school hours.

SCHOOL HOUSE.

6. Every school room shall be built of such dimensions as to allow at least fifteen feet of floor space and 200 cubic feet of air space for each pupil in average attendance. The width of the room should be from two-thirds to five-sixths of the length and the ceiling should be at least 11 feet high.

7. A roomy porch or inner cloak room should be provided for the children's hats and wraps. The hooks used should be strong and firmly fixed to the walls. Shelves for dinner baskets and stands for a wash basin and a water pail should also be provided.

8. The windows should be placed at the left and, if necessary, behind the pupils. Those at the back should be near the left corner. Windows should never be placed facing the pupils. The total area of window glass should equal at least one-fifth of the floor space. The window sills should be from three and a half to four feet high and the top of the window should extend to within six inches of the ceiling. Storm sashes should be provided when the school is to be kept open during the winter months. Light-coloured curtains should be placed on all windows exposed to the direct rays of the sun.

9. Due provision should be made for comfortably heating the school room and providing a sufficient supply of fresh air. Every school room shall be furnished with a thermometer. During cold weather a uniform temperature of about 66 degrees should be maintained. At least two of the windows—preferably those farthest apart—shall be constructed so that they may be opened from the top and bottom. In school houses not having an efficient method of ventilation the air in the school room should be thoroughly changed at each recess by opening the windows and doors.

10. Every school shall be furnished with a suitable desk and chair for the teacher, a set of shelves and a cupboard for books and apparatus. For the accommodation of the pupils a sufficient number of either double or single desks—single desks being preferred—shall be provided. The desks shall be firmly fastened to the floor in rows with passage at least three feet wide between the outside rows and the walls of the school room.

If "home-made" desks are to be furnished care should be exercised in their construction. The top or lid should have a slightly sloping surface (15 degrees) and the back of the seat should be constructed at a slight angle.

The following table will be found helpful in selecting and arranging desks:

SINGLE SEATS AND DESKS.

| | Size | H'ght of seat | H'ght of top | Width of top | L'gth | Floor Space | Age Accom'd |
|------------------------|------|---------------|--------------|--------------|-------|-------------|-------------|
| Normal | 1 | 17in. | 29 in. | 16in. | 24in. | 28in. | Adults |
| High School | 2 | 16in. | 27½in. | 16in. | 24in. | 27in. | 16 to 20 |
| Grammar | 3 | 15in. | 25¾in. | 14in. | 21in. | 26in. | 12 to 18 |
| 1st Intermediate | 4 | 14in. | 24 in. | 14in. | 21in. | 24in. | 10 to 15 |
| 2nd Intermediate | 5 | 13in. | 22¼in. | 12in. | 19in. | 22in. | 8 to 12 |
| Primary | 6 | 12in. | 20¾in. | 12in. | 19in. | 21in. | 5 to 8 |

DOUBLE SEATS AND DESKS.

| | Size | H'ght of seat | H'ght of top | Width of top | L'gth | Floor Space | Age Accom'd |
|------------------------|------|------------------|-----------------|-----------------|-------|----------------|----------------|
| Normal | 1 | 17in. | 29 in. | 16in. | 40in. | 28in. | Adults |
| High School | 2 | 16in. | 27½in. | 16in. | 40in. | 27in. | 16 to 20 |
| Grammar | 3 | 15in. | 25¾in. | 14in. | 38in. | 26in. | 12 to 18 |
| 1st Intermediate | 4 | 14in. | 24 in. | 14in. | 38in. | 24in. | 10 to 15 |
| 2nd Intermediate | 5 | 13in. | 22½in. | 12in. | 36in. | 22in. | 8 to 12 |
| Primary | 6 | 12in. | 20¾in. | 12in. | 36in. | 21in. | 5 to 8 |

11. Every room shall be provided with at least sixty square feet of blackboard space. The blackboard should be at least four feet wide and not more than two and a half feet from the floor, and should extend across the room behind the teacher's desk. Additional blackboard space should be provided on the side of the room that has no windows. At the lower edge of each blackboard there should be a concave shelf or trough three inches wide for holding chalk and brushes.

Blackboards may be of slate, hyloplate, cloth, plaster or wood. Owing to the difficulty experienced in making durable and serviceable plaster blackboards they do not meet with favour. Blackboards of wood or cloth are not recommended except for temporary use. Considering the cost, durability and serviceableness of the various blackboards in use, hyloplate gives very general satisfaction.

SCHOOL EQUIPMENT.

12. Every school shall be provided with the prescribed school register, a globe, ball frame, dictionary, map of the World, map of North America, map of Canada, map of the Province of Alberta, a suitable supply of blackboard brushes and crayons, a thermometer, clock, broom, pail and cup, washbasins and towels and one or two chairs in addition to the teacher's.

NOTE.—The following list which includes the equipment usually required for teaching the subjects prescribed for public school standards will serve as a guide to trustees in making purchases:

Standard I: Ball frame, reading tablets, set of lineal measures (foot, yard, etc.), set of liquid measures (pint, quart, etc.).

Standard II: A globe, map of the World, sand-modelling board, and set of dry measures (gallon, peck and bushel).

Standard III: A dictionary, maps of North America and the Province of Alberta, a tape line (foot, yard, chains).

Standard IV: Maps of Canada, South America, Europe and Asia.

Standard V: Maps of Africa and Australia, and a British Empire Map of the World.

The following additional equipment is also recommended: Sets of authorized supplementary readers for each of the standards, a supply of coloured sticks and slats, pictures, drawing cards, etc., to provide busy work for pupils in Standard I; a box of coloured crayons, a Normal Music Chart; sets of Prang's Drawing Models; a set of geometrical solids, and a blackboard compass.

USE OF SCHOOL HOUSE AND GROUNDS.

13. Unless authorized by some Ordinance the school house or grounds shall not be used for any other than school purposes without the consent of the board, and no advertisement shall be posted on the school premises or distributed to the pupils unless approved in the same way.

SPECIAL HOLIDAYS.

14. Victoria Day (May 24th) has been fixed as a school holiday to commemorate the anniversary of the birthday of Queen Victoria, to familiarize pupils with the growth and development of the Empire, and to encourage and foster patriotic and imperial sentiments. In order that the observance of this holiday may serve the purpose for which it is intended it is very desirable that exercises appropriate to the occasion should be arranged for. These may be held on the afternoon of May 23rd and should include short addresses, suitable recitations, the singing of patriotic songs, and the raising of the national flag.

The second Friday in May (Arbor Day) although a school holiday should be observed by trustees, teachers, and pupils in planting trees about the school and in beautifying and improving the school grounds. Additional interest in the observance of the day should be imparted by holding exercises in which songs, recitations and short addresses appropriate to the occasion should form a part.

CONDUCT OF SCHOOLS.

15. School shall be held between the hours of nine o'clock and twelve o'clock in the forenoon and half-past one o'clock and four o'clock in the afternoon (standard time) of every day except Saturdays, Sundays, and days declared to be holidays by or under The School Ordinance.

16. The board of any district may direct that school be opened at 9.30 a.m. during the whole or a portion of the months of November, December, January and February; and the board of any rural district may direct that only one hour's intermission be taken at noon in which case school shall be closed at 3.30 p.m.

17. During both the morning and the afternoon sessions recreation periods of fifteen minutes each shall be allowed all pupils attending school. Upon direction of the board all or any of the pupils in Part I of Standard I shall be given additional recreation periods not exceeding one-half hour during the day; and in town and village districts the board may direct that all or any of such pupils may be allowed to leave for their homes at any time between 11 and 12 a.m. and 3 and 4 p.m.

18. In case the board of any rural district desires to close its school for vacation at some time other than that provided by sub-section 3 of Section 134 of The School Ordinance such board shall apply to the department not later than May 31st in each year for permission to do so. Should the board fail to comply with this regulation the district may forfeit the inspection grant should the school inspector visit the district while the school is thus closed.

19. The teacher shall be responsible for the organization of the school and the classification of pupils. All promotions shall be made by the teacher subject to the approval of the inspector.

20. For the purposes of clause 4 of section 3 of The School Grants Ordinance all pupils who have passed the Standard V examination as prescribed by the Department of Education or who submit to the department satisfactory evidence of possessing scholarship equivalent thereto shall be classed as being in standards above the fifth.

DUTIES OF PUPILS.

21. Every pupil registered in any school shall be required: To attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonable excuse therefor; to be provided with the authorized text books and other school requisites; to be clean and tidy in person and clothes; to be diligent in studies, kind and courteous to class-mates, and obedient and respectful to the teacher; to conform to the rules of the school and submit to such discipline as would be exercised by a kind, firm and judicious parent.

22. All pupils shall be responsible to the teacher for their conduct on the school premises, and also for their behaviour on the way to and from school unless accompanied by one of their parents or guardians or some person appointed by them.

23. The board may require the parent or guardian of any pupil to replace or pay for any school property destroyed, broken or damaged by such pupil, and may suspend such pupil until the property is replaced or paid for.

COURSE OF STUDY.

24. The course of studies prescribed by the Department of Education shall form the basis of the teacher's work. It represents the minimum requirements for each standard and should be followed as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report the facts to the department.

TEACHING OF FOREIGN LANGUAGES.

25. Subject to the provisions of section 136 of The School Ordinance the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The text books used shall be those authorized by the Minister of Education.

26. In any school in which only a part of the pupils in a class receives instructions in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given.

TEXT BOOKS.

27. The text books used by the pupils in any school shall be those authorized by the Minister of Education. No teacher shall require his pupils to purchase any other books.

REFERENCE BOOKS.

28. All reference books purchased by boards for the use of pupils and teachers shall be selected from the list authorized by the Minister of Education. In case any board desires to provide its school with books other than those contained in the authorized list, it may do so upon receiving the approval of the Minister.

SCHOOL LIBRARIES.

29. All books purchased for school libraries shall be selected from the list authorized by the Minister of Education. Every school library shall be held in trust by the board as a part of the school property.

30. The board shall provide a suitable book case and shall make such regulations for the preservation and circulation of the books as may be deemed advisable. In the absence of any such regulations the following shall be deemed to be in force:

(1) The principal (or teacher) of the school shall be librarian and the treasurer of library funds. He shall prepare a catalogue of the books and shall disburse all funds on the order of the board.

(2) The books shall be suitably covered with stout wrapping paper and numbered on their backs. The name and number of the school district, the number of the book, and the date when purchased shall be entered on the inside of the front cover of each book.

(3) The librarian shall not issue to any pupil more than one volume at a time, nor shall any pupil be allowed to retain a book for more than two weeks.

(4) The librarian shall keep a record of every book loaned, in the following form:

| Pupils' name | No. of book | When delivered | When returned | Condition when returned | Fines when paid |
|--------------|-------------|----------------|---------------|-------------------------|-----------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

(5) At the close of each school term all books belonging to the library shall be called in. During the vacation period, or while school may remain closed, pupils may, upon the written order of a trustee, obtain books from the secretary of the district, who for the time being shall act as librarian.

(6) The following fines, if authorized by the board, shall be assessed by the librarian: (a) for not returning a book within two weeks, 5 cents for each week it is detained beyond the limit fixed; (b) for any injury beyond ordinary wear, an amount proportionate to the injury; (c) for the loss of a book, the cost thereof.

(7) All fines assessed shall be paid within a week, and in case of failure to pay a fine the pupil fined shall not be entitled to enjoy the privileges of the library.

INSPECTION OF SCHOOLS.

31. Every inspector shall visit each school in his inspectorate as frequently as the Minister may direct. On the occasion of his official visit the inspector shall have supreme authority in the school and he shall conduct his inspection in accordance with the special instructions of the Department.

32. If deemed necessary for the purpose of inspection the inspector may extend the regular school hours, or, upon giving due notice to the teacher and pupils, he may require any school to be kept open on Saturday, in which case the attendance for Saturday shall be duly entered in the register.

TEACHERS' READING COURSE.

33. The Minister of Education may prescribe a course of reading for teachers. Teachers may at any time enter upon the course (which shall be optional) by reading one or more of the three books prescribed each year.

34. Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book and that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1st in each year.

35. Any teacher who submits to the department certificates of having read satisfactorily nine of the books prescribed shall receive a diploma certifying to the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional courses of nine books.

TEACHERS' MEETINGS.

36. In every school in which more than two teachers are employed it shall be the duty of the principal to convene, at least once a month, a meeting of his assistants for the purpose of conferring on matters pertaining to the organization, management and discipline of the school. A brief record of the proceedings of each meeting shall be kept and shall be referred to the inspector on the occasion of his official visit. It shall be the duty of the assistant teachers to attend such meetings and in case of their neglect or failure to do so the principal shall report the matter to the board.

TEACHERS' CONVENTIONS.

37. Upon receiving the approval of the Minister of Education the officers of any teachers' association may arrange for an annual convention, the object of which shall be to promote the teaching efficiency of its members.

38. The inspector shall be, *ex officio*, a member of the committee of management of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the annual convention.

39. Every convention held shall be subject to the following regulations:

(1) The secretary of the association shall give due notice of the convention to each teacher residing within reasonable distance of the place of meeting. (Upon application to the department lists of teachers will be furnished to associations.)

(2) The convention shall be held on such days as are approved by the Minister of Education.

(3) At the commencement of each session of the convention the presiding officer shall cause a roll of the members of the association to be called, and at the close of the convention the secretary shall forthwith forward to the department a record of the attendance in the form prescribed for the purpose.

(4) The president of the association shall as soon as practicable transmit to the department an outline report of the work of each session of the convention and when deemed advisable he may include in such report extracts from addresses given or papers read.

TEACHERS' INSTITUTES.

40. The Minister of Education shall arrange for the holding of teachers' institutes at suitable places in the province.

41. All teachers residing within reasonable distance of the place where an institute is to be held shall receive from the department due notice thereof and shall be expected to attend.

ATTENDANCE AT CONVENTIONS AND INSTITUTES

42. Every teacher who desires to attend any teachers' convention or teachers' institute held under these regulations shall have the right to do so; and every district whose teacher attends any such convention or institute shall be entitled to the government grant for the teaching days during which such teacher is present at the convention or institute as shown by the register of attendance received by the department.

MIDSUMMER INSTITUTE.

43. Whenever twenty or more duly qualified teachers make application to the Department of Education for the establishment of a mid-summer institute the Minister of Education may cause such institute to be organized under the control and management of such special instructors as may be appointed by him.

44. Every such institute shall be held during the month of July or August at such time and place as may be determined by the Minister. It shall continue in session for at least one week and shall have as its object the professional improvement of its members.

DEPARTMENTAL EXAMINATIONS.

45. There shall be held annually at such times and places as the Minister of Education may determine departmental examinations for Standards V, VI, VII and VIII. These examinations shall be based upon the course of studies prescribed and shall be conducted in the manner provided by such special regulations or instructions in that behalf as may from time to time be issued by the Minister.

NORMAL SCHOOLS.

54. There shall be held annually one or more sessions of (a) the Provincial Normal School for the training of teachers for first and second class interim certificates; (b) such other Normal schools as may be deemed necessary for the training of teachers for third class certificates. Every session shall be held at such time and place and shall continue for such length of time as may be determined by the Minister of Education. No fees shall be charged students in attendance.

55. Every applicant for training shall apply to the Department of Education for a card of admission. Cards of admission may be granted to females over sixteen years of age and males over eighteen years of age, who hold or are entitled to Standard VI, VII or VIII diplomas. Any person holding a card of admission who fails to be present on the opening day of the session shall forfeit his right to attend.

56. The principal of the Provincial Normal School shall be responsible for its organization, discipline and management, and subject to the approval of the Minister of Education, shall prescribe the duties of his staff.

57. Teachers-in-training shall submit to such rules and regulations respecting attendance, classification, conduct, and examinations as may be prescribed by the principal and approved by the Minister of Education, and they shall lodge and board at such houses as are approved by the principal.

58. Teachers-in-training shall be required to pursue such studies and pass such examinations and tests in teaching as may from time to time be prescribed by the Minister of Education.

APPENDIX B.

PROGRAMME OF STUDIES.

STANDARDS I-V.

This programme is based on a *minimum* requirement for each standard. It is prescribed by the Department of Education as a guide in classifying pupils. It may be modified to meet the needs of special schools, but not without the written consent of an inspector who shall forthwith report to the Department. The work in each standard includes a review of the essentials in previous standards.

It shall be the duty of each teacher to make a time table, based on this programme, and to present it to the inspector, at each visit, for his approval and signature.

READING AND LITERATURE.

Silent reading is used to obtain ideas and thoughts through printed or written words—to comprehend the subject matter as a whole and to grasp the significance of the parts, as well as to discover and appreciate beauties of thought and expression.

Oral reading is used to express these ideas and thoughts so as to be heard, understood and felt. It involves systematic training in the principal elements of expression—quality of voice, pitch, force, time, stress, inflection, emphasis, pause.

Supplementary reading is used to furnish additional reading matter; to provide reading collateral to the studies in nature, geography, history, literature, etc.; to cultivate a taste for good literature. Its use is optional.

Sight reading in silence is used to give power to glean thought quickly and intelligently from the printed page. It is followed by logical statement, in the pupil's own words, of what he has gleaned.

Selections of poetry and prose inculcating reverence, love of country, love of nature and admiration of moral courage are to be committed to memory and recited.

Standard I.

Authorized First Readers. Authorized Supplementary Readers.

Standard II.

Authorized Second Readers. Authorized Supplementary Readers.

Standard III.

Authorized Third Reader. Authorized Supplementary Readers.

Standard IV.

Authorized Fourth Reader. Authorized Supplementary Reader.

Standard V.

Reading: A general knowledge of the subject-matter of all the prose selections in the New Canadian Reader, Book V. These selections, except those prescribed for Literature, are for independent supplementary reading rather than for study. Practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the authorized selections from the New Canadian Reader, Book V, with memorization of the finest passages.

ORTHOEPI AND SPELLING.

Much attention should be given to accurate pronunciation. Pupils of the third, fourth and fifth standards should have constant practice in finding the pronunciation and meaning of words from the dictionary.

Special drills should be given on such words as are in their nature difficult to spell, and such as have been frequently misspelled in compositions. Pupils should not be drilled on the spelling of words which they may seldom or never have occasion to use.

Standard I.

Part I: Phonic analysis and synthesis, copying words, oral spelling.

Part II: Phonic analysis and synthesis, oral and written spelling of such words in each lesson as the pupils can learn while mastering the reading matter, transcription, dictation, uses of capital letters and terminal punctuation marks.

Standard II.

Phonic analysis and synthesis, transcription, oral and written spelling of such words in each lesson as the pupil can learn while mastering the subject-matter—words to be arranged so far as possible in groups according to the similarity in form; dictation; careful attention to spelling in all written exercises; uses of capital letters, terminal punctuation marks, quotation marks.

Standard III.

Careful attention to spelling in all written work; exercises as in previous standards; division of words into syllables, and marking the accent; common abbreviations and contractions; simple synonyms.

Standard IV.

Exercises as in previous standards; a few helpful rules of spelling formulated inductively; meaning of common prefixes and suffixes.

Standard V.

Careful attention to spelling in all written work; division of words into syllables, and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

COMPOSITION.

(a) Composition should consist almost entirely of expressions of thoughts evolved in the teaching of such studies as geography, history, agriculture, literature, etc. (b) Through progressive exercises, both critical and constructive, the pupils should be led to discover and apply the leading principles and maxims of expression. Only the most important errors should be corrected in any one composition.

Standard I.

Brief oral and written expression, in complete sentences, of simple thoughts suggested by observation of objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, etc.

Standard II.

(a) Brief oral and written description of observed objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in reading, history, etc.; simple letter writing.

(b) Combining thoughts into a simple sentence; mechanics of composition—heading, margins, etc.

Standard III.

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the paraphrase.

(b) Sentence structure in outline; use of the paragraph; forms for letters, accounts and receipts; drill to correct the chief errors revealed in written expression.

Standard IV.

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expressions of these thoughts; the summary (abstract); social and business letters.

(b) Sentence structure; paragraph structure in outline; drill to correct the chief errors revealed in written expression.

Standard V.

The structure of the sentence and paragraph; the abstract paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in Reading.

GRAMMAR.

Grammar shows the structure of language. By revealing the rules of sentence building it helps the pupil in using correctly the forms of speech which the necessities of expression require.

Through the logical forms of subject, predicate and modifier, it reveals the essential nature of thought and is an aid to the more thorough understanding of reading lessons.

The teaching of formal grammar should be brought into close connection with the work in reading and composition. Routine parsing and minute analysis should be avoided.

Standard I.

Oral correction of colloquial errors.

Standard II.

Correction of colloquial errors; a division of a sentence into subject and predicate.

Standard III.

Correction of errors in the language used by pupils. Kinds of sentences—assertive, interrogative, etc.; purpose of each. Parts of speech, phrases, clauses—their functions and places in sentences. General analysis as an aid in getting the ideas in a sentence, and learning what words and groups of words do in the expression of thought.

Standard IV.

Correction of errors in the language used by pupils. Kinds of sentences—simple, compound, etc.; purpose of each. Division of the parts of speech according to use; inflection in outline. General analysis used as a means of discovering the relation and position of ideas in a sentence.

Standard V.

An intelligent comprehension of the authorized text books.

HISTORY.

Training of the moral judgment, and preparation for intelligent citizenship are important aims in teaching history. History should be associated with geography and literature—historical poems, etc.

Standard II.

Biography.—Lives of distinguished men described, *e.g.*: Columbus, The Cabots, Jacques Cartier, Champlain, Bishop Laval, Frontenac, La Salle, Montcalm, Wolfe, Sir Guy Carleton, Lyon Mackenzie, Papineau, Joseph Howe, Alexander Mackenzie, Sir John Macdonald, etc. Discussion of the chief excellences and defects in their character to teach moral discrimination and ultimately to derive principles of conduct. Reading and reciting patriotic poems.

Standard III.

Canadian History.—Outline study from leading features, *e.g.*: discovery; exploration; struggle between the French and English colonists; Treaty of Paris; Quebec Act; Constitutional Act; War of 1812; Rebellion of 1837; Union Act; Clergy Reserves; Land Tenures—feudal, freehold, leasehold, seigniorial; Reciprocity Treaty; British North America Act, etc.

British History.—Biography of persons honoured as types of state or individual life, *e.g.*: Caractacus, Julius Caesar, Arthur, Alfred, Canute, William I, Simon de Montfort, Edward I, Wolsey, Elizabeth, Charles I, John Hampden, Oliver Cromwell, Marlborough, Pitt, Nelson, Wellington, Lord John Russell, Victoria, etc. Discussion of their deeds to train moral judgment and incidentally to teach patriotism and civic duty. Reading and reciting patriotic selections.

In this standard the presentation is to be oral, no text book being prescribed. After the lesson supplementary reading should be encouraged.

Standard IV.

Canadian History.—The text book studied as a review and expansion of the topics discussed in the previous standards.

British History.—Outline study of each people or period to exhibit its chief characteristics, *e.g.*: Saxons—a farmer people; brought with them the germs of our political institutions—a limited monarchy, parliament, courts of justice, personal holdings of lands; gave us the body of our English tongue; became Christians from choice. The presentation of this outline is to be oral. Supplementary reading in history should be encouraged.

Standard V.

Canadian History.—The leading events of Canadian history with particular attention to events subsequent to 1840.

British History.—The outlines of British History.

GEOGRAPHY.

Standard I.

Direction: Position of the sun in the morning, at noon, in the evening; cardinal points of the compass; location of familiar places and objects, by pointing with the hand and naming the direction.

Water: Observation of forms of water, such as clouds, fog, mist, rain, dew, frost, snow and ice to find the more obvious qualities and uses of each.

Winds: Recognition of calm, breeze, gale.

Standard II.

Direction: Semi-cardinal points of the compass; observation of the directions of winds bringing heat, cold, rain, snow, moisture, dryness.

Land: Hills, mountains—direction and nature of their slopes; plain valley, prairie, cape, peninsula, isthmus, island; relation of these to one another; their uses.

Water: Fuller study of clouds, fog, mist, rain, dew; snow, ice, hail; uses and effects of each; effects of sun and winds on each; spring, brook, river (source, bank, branches, mouth), lake; bay, sea, strait; relation of these to one another; their uses.

Winds: Calm, breeze, gale, storms, hurricane; effects on land and sea, on plants, animals, people and vessels.

Maps: Construction of maps of school room, school grounds, neighborhood; map representation of geographical objects studied.

The World as a Whole: Outline study of its form, rotation, axis, poles, equator, hemispheres; hot, temperate and cold parts.

Continents: Their relative positions and sizes; characteristic animals and plants in each; occupations, habits, dress and modes of life of the leading peoples in each.

Oceans: Their relative positions and sizes; some characteristics of each.

Standard III.

Land: Mountain chains, slopes, great plains; description and uses of each. (Teacher's reference: "How to Study Geography," p. XXV and pp. 145-147.)

Water: River systems.

Continent Structure: Great slopes, continental axis, secondary axis, great river basins, great river systems, coastlines. (Teacher's reference: "How to Study Geography," pp. 13-51 and 146-152.)

The World as a Whole: Relief—World ridge from Cape Horn to Cape of Good Hope.

Lowlands: World basins—Their position between the two highlands of each continent. Outline description of each.

Drainage: World water parting; world river system.

Winds: Elementary ideas of causes and influences of trade winds, return trades, polar currents, monsoons. (Consult "Child and Nature," pp. 170-174.)

Ocean Currents: Elementary ideas of causes and influences of Gulf Stream, Japan Current, and polar streams. (Consult "Child and Nature," pp. 174-176.)

Rainfall: Formation of clouds and rain; places with much, little or no rain; reasons.

Climate: Outline study of distribution of climates. (Consult "Child and Nature," pp. 178-181.)

Productions: Chief agricultural, grazing, lumbering and mining regions. (Consult "Child and Nature," p. 185.)

People: The different races and their distribution.

NORTH AMERICA.

References for Teacher's use: Parker's "How to Study Geography," pp. 185-218. King's "Methods and Aids in Geography," chapters XIII-XIV. "The story of our continent."—Shaler.

Position.

Structure: General description of primary and secondary highlands; river basins.

Drainage: Great water partings, great river systems, great lakes.

Outline: Shape, leading projections of land and water.

Climate: Temperature and moisture—their cause and influences generally.

Natural Productions and Productive Regions: Chief agricultural, grazing, lumbering and mining regions; surplus productions and exports deficiency and imports.

Waterways and Railways: Main trade routes.

Cities: Prominent commercial centres of the continent; their relation to belts of products.

Political Divisions: Their relation to the physical structure of the continent; capitals, forms of government, nationalities, state of civilization.

Alberta: Studied generally as a review of a section of the continent; agricultural, grazing, lumbering and mining regions; chief trade routes; principal towns and cities.

Standard IV.

Dominion of Canada: Studied as a section of the continent of North America. Same topics as for continent study. (Teacher's reference: "Geography of the British Colonies," by Dawson and Sutherland).

South America: Outline study comparing its structure, drainage, coast line, climate and productive regions with those of North America. Political divisions—namely Brazil, the Argentine Republic and Chili. (Teacher's reference: "How to Study Geography," pp. 218-224. "The Geographical Reader."—American Book Company).

Eurasia: General structure of Eurasia compared with that of North America and that of South America. (Teacher's reference: "How to Study Geography," pp. 224-263.)

Europe.—Under the same topics as North America. Comparisons.

Asia.—Only a very general study of climate, natural productions and productive regions, trade routes, cities. Political divisions—mainly India, Japan and China. Comparisons.

Standard V.

The general geography of the world, geography of Canada more particularly.

NATURE STUDY AND AGRICULTURE.

Teacher's reference books: "Spalding's Introduction to Botany," Newell's "From Seed to Leaf," Goodale's "Concerning a Few Common Plants."

To interest pupils in nature, to train them in habits of careful observation and clear expression, and to lead them to acquire useful knowledge, are important aims in teaching this subject.

The pupil must study the plant, the animal and the soil rather than book descriptions of them. He may consult books after he has made his observations. The study of plant life should be emphasized in spring, though not restricted to that season.

This study should be connected with language, drawing and geography.

*Standard I.**Plant Life:*

Seeds: Bean, pea, sunflower, corn, wheat.

Germination: Its condition—light, air, moisture, soil, warmth.

Structure: Covering, cotyledons, embryo.

Seedlings: Parts—stems, roots, leaves.

Buds: Poplar, willow, maple, elm, spruce; their covering, unfolding, arrangement on stem.

Animal Life: Cat, dog, cow, horse, sheep, hen, fish; their covering, food, uses.

*Standard II.**Plant Life:*

Seeds: Fuller study of the germination, growth and structure of seeds prescribed for Standard I.

Plant structure: Herbs, shrubs, trees.

Stem: Its parts—wood, bark, pith; their uses.

Root: Its parts—primary root, rootlets, root hairs; their uses.

Leaf: Its parts—stipules, stock, blade, veins; their uses.

Fruits: Apple, orange, or lemon, plum or cherry, pumpkins or squash, raspberry or strawberry; the use of their parts to plant and to man.

Animal Life: Fuller study of the animals prescribed for Standard I, including structure of feet, head and teeth; relation of structure and habits.

*Standard III.**Plant Life:*

Leaves: Their position, arrangement, form and venation; their relation to sunlight, air, and direction of water to roots.

Flowers: Silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts.

Roots: Wheat, willow, carrot, turnip, radish, potato. Their forms and the uses of their parts to the plant and to man.

Soils: Outline study of formation, composition, classification, exhaustion, restoration. (Teacher's reference: James and McIntyre's Agriculture.)

Animal Life: Ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life.

Standard IV.

Plants: Their food—its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds.

Weeds: Bindweed or wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. (Teacher's reference: James and McIntyre's Agriculture.)

Trees: Their cultivation for shade, ornament and protection.

Soils: Preparation for seed. (Reference—prescribed text.)

Animals: Feeding, care and management of horses, cattle, sheep and swine. (Reference—prescribed text.) *Insects:* Growth, classification, remedies. (Reference: prescribed text.)

Standard V.

(a) *Nature Study*.—A general review of the topics prescribed for Standards III and IV including: Leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction of water to roots. Flowers—silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life. (b) *Agriculture*.—A general knowledge of the following topics: Soils: formation, composition, classification, exhaustion, and restoration; preparation for crops; tilling and draining. Crops: their growth, management, rotation, diseases. Live stock and dairying: Feeding, care and management of farm animals; butter-making. Insects: growth, classification, remedies. Weeds: wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees: their cultivation for shade, ornament and protection. (Reference books for pupils and teachers: Agriculture by James and McIntyre.)

ARITHMETIC.

Every new thought process in this subject should be developed objectively. Principles and rules should be arrived at inductively. Accuracy and rapidity in the simple fundamental processes are important.

Problems should, as far as possible, have due relation to the demands of business life. Clearness of reasoning, accuracy of statement, and elegance of form in the solution of problems should be emphasized. Pupils should have regular practice in the construction of problems. The subject matter of nature study, agriculture, geography, etc., furnishes interesting data for many problems.

Standard I.

Teacher's reference: Wentworth's "Primary Arithmetic."

Part I.

Numbers 1 to 12—their combinations and separations, oral and written; the making and use of arithmetical signs.

Making and showing relation of one-half, one-fourth, one-eighth, one-third, one-sixth; one-fifth, one-tenth; one-third; one-ninth, one-twelfth; one-seventh; one-eleventh. (Objective illustration—no figures used.)

Use and relation of pint, quart, gallon, peck, bushel; inch, foot, yard; day, week, month, year; five-cent and ten-cent coins; simple problems.

Part II.

Numbers 1 to 25—their combinations and separations.

Use and meaning of one-thirteenth----- one-twenty-fifth; review of fractions in Part I.

Use and relation of ounce, pound; hour, day; foot, rod; sheet, quire.

Counting to and from 25 by ones, twos, three, etc. Drill in rapid figure work (especially addition) involving combinations in the numbers 1 to 10. Reading Roman notation to XXV. Inventing and solving simple problems.

Standard II.

Teacher's reference: Wentworth's "Primary Arithmetic."

Numbers 25 to 100—Addition, subtraction, multiplication and division.

Use and meaning of one-twenty-sixth—one-one-hundredth. Addition, subtraction, multiplication and division of fractions studied in Part I.

Percentage: Use and meaning of 50 per cent., 25 per cent., 10 per cent., 5 per cent., $33\frac{1}{3}$ per cent., $12\frac{1}{2}$ per cent.; relation to fractions.

Use and meaning of pound, bushel; square inch, square foot, square yard; finding area of small surfaces.

Counting to and from 100, by ones, twos—tens; multiplication table made and mastered. Oral and written drill in rapid figure work (especially in addition) involving the combinations in the numbers 1 to 25. Reading Roman notation to C. Inventing and solving simple problems suggested by any subject studied.

Standard III.

Notation and numeration; simple rules.

Common fractions: Addition, subtraction, multiplication and division of fractions whose denominations do not exceed one thousand. Common factor and common divisor as needed in fractions.

Decimal fractions: Addition, subtraction, multiplication and division of tenths, hundredths and thousandths; relation to common fractions.

Percentage: Easy problems in simple interest, and profit and loss, using such applications as occur in ordinary business transactions.

Remaining weights and measures used in practical life, taught and applied; measurement of surfaces and right-angled triangles; contents of rooms, boxes, lumber, piles of wood and hay.

Oral and written drill in the figure work of the simple rules to secure accuracy and rapidity.

Standard IV.

Common fractions: Decimal fractions, omitting recurring decimals.

Simple interest, profit and loss, commercial discount, commission. Problems should be confined to cases occurring in ordinary business transactions.

Standard V.

Arithmetic and Mensuration.—A general review of the work prescribed for Standards III and IV, including notation and numeration; measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and

hay; applications of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion, with their applications to partnerships; mensuration as contained in Chapter VII of Hill's Lessons in Geometry. All problems should, as far as possible, have due relation to the demands of modern and commercial business life. Clearness of reasoning and accuracy of statement in the solution of problems should be emphasized. Rapidity and accuracy of work should be aimed at. Exercises in mental Arithmetic should be given.

Algebra: Definitions, simple rules; simple equations with problems; simultaneous equations of the first degree containing two unknown quantities, with easy examples and problems; easy factoring; an elementary knowledge of H.C.F. and L.C.M.

Geometry: As in Hill's Lessons in Geometry, omitting chapters VII, VIII and IX.

Book-keeping: (a) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc.

(b) Single entry—use of books; easy sets.

DRAWING.

Teacher's reference: The Manual for Prang's New Graded Course for Canadian Schools.

Drawing is to be taught as an added means of expression. Pupils are to draw in blank books after observing the type solids and objects.

Standard I.

Teach the following forms of wholes from type solids and objects:

Sphere and similar forms, natural and artificial, e.g., ball, marble, apple, tomato, cherry, lemon, etc.

Cylinder and similar forms, natural and artificial, e.g., pencil, bottle, spool, pint measure, cup, rope, ladder, mallet, etc.

Cube and similar forms, natural and artificial, e.g., box, chest, basket, inkstand, lump of sugar, etc.

Teach their parts—surfaces, faces, edges and corners and the relation of these parts. Compare them.

Illustrative sketching in connection with nature study.

Standards II and III.

The work of Standard I and the following:

The type solids bisected and studied as new wholes.

Hemisphere and similar forms, natural and artificial, e.g., half an apple, dish, bowl, cap, oil can, etc.

Half Cylinder and similar forms, natural and artificial, e.g., band-box, coin, etc.

Half Cube, square prism, right-angled triangular prism and similar forms, natural and artificial, e.g., box, trunk, car, roof of a house, etc.

Teach their parts—surfaces, faces, edges and corners, and the relation of the parts. Compare them.

Teach geometric figures—triangle, square, and rectangle from the solid.

Draw objects based on these figures, *e.g.*, pennant, envelope, door, cross, flag, etc.

Illustrative sketching in connection with nature study.

Standard IV.

The work of previous standards and forms derived from the type solids by variation.

Spheroid, ellipsoid, ovoid, and similar forms, natural and artificial, *e.g.*, lemon, cucumber, watermelon, egg, hops, pear, strawberry, vase, etc.

Cone, circular frustum, and similar forms, natural and artificial, *e.g.*, carrot, volcano, mountain peak, hour glass, wine glass, etc.

Pyramid, square frustum and similar forms, natural and artificial *e.g.*, cupolas, pyramids of Egypt, basket, etc.

Draw from the solids, the geometric figures, circle, ellipse, and oval, and learn the terms circumference, diameter, radius, arc, centre, focus, axis. Draw objects based on these figures, *e.g.*, target, circular window, hand mirror, eye glass, horse shoe, padlock, fan, spoon, etc.

Illustrative sketching in connection with other studies.

Standard V.

Representation, construction, decoration as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

MUSIC (OPTIONAL)

Standards I and II.

Singing of rote songs, drill on the scale and intervals—Normal Music Course First Reader, Part I.

Standards III, IV and V.

Normal Music Course First Reader. Second Reader when First is mastered.

HYGIENE—PHYSIOLOGY.

Teacher's reference: Ontario Manual of Hygiene or Ontario Public School Physiology and Temperance.

For convenience in teaching these subjects the ungraded school may be divided into two sections, the first comprising the pupils in Standards I and II and the second those in Standards III, IV and V. Practical effect should be given to the instruction in this subject by attention to the physical condition and habits of the children; the ventilation, lighting, heating and cleaning of the school room; and the supervision by the teacher of the sports and gymnastic exercises of the pupils.

Topics: Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear.

STIMULANTS AND NARCOTICS WITH SPECIAL REFERENCE TO THE USE OF
ALCOHOL AND TOBACCO.

The great purpose is to build up in the mind a theory of self control and willingness to abstain from acts that may grow into dangerous habits. The moral and social effects should be made prominent and abstinence be inculcated from higher ends than such as concern only the body. Technicalities and persistent dwelling upon details of disease should be avoided. Special delicacy of treatment is needed in those unfortunate cases in which children find themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or sincerely doubted by high authority, or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, and alcoholic drinks in particular, furnish invincible reason why people in general should do without them and young people above all others.

Teach what a stimulant is, what a narcotic is, what each may cause; effects of alcohol on the digestive, circulatory, muscular and nervous system.

Teach that tobacco contains a poisonous substance called nicotine, that it frequently injures the throat, lungs, heart and other organs in adults, that it is far more harmful to young and growing persons than to adults, that it is particularly objectionable in the form of a cigarette, that children should avoid it in all its forms, and that, as a rule, the more sparingly grown people use it the better.

MANNERS AND MORALS.

Teacher's reference: White's School Management, pp. 218-294.

Ungraded schools may be divided as in hygiene when direct instruction is given.

It is the duty of the teacher to see that the pupil practices those external forms of conduct which express a true sense of the proprieties of life and that politeness which denotes a genuine respect for the wants and wishes of others. It is his duty to turn the attention of the pupils to the moral quality of their acts and to lead them into a clear understanding and constant practice of every virtue. His own influence and example, the narration of suitable tales to awaken right feeling; the memorizing of gems embodying noble sentiments, and maxims and proverbs containing rules of duty, direct instruction, etc., are means to be employed.

Topics: Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self respect, self control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy.

APPENDIX C.

COURSE OF STUDIES AND ANNUAL EXAMINATION FOR
STANDARD V FOR THE YEAR ENDING JUNE 30, 1911.

GENERAL.

1. The annual departmental examination for Standard V pupils shall be held upon such days between June 15th and 30th as may be fixed by the Minister of Education.
2. Teachers having candidates for examination shall make application to the Department in the form prescribed. All applications must be forwarded before May 15th.
3. Candidates shall write at such schools as may from year to year be selected by the Minister. There is no examination fee.
4. The answer-papers of candidates shall not be examined until their teachers report to the Department that in their judgment the candidates have completed and given due attention to the course prescribed in reading, and hygiene and temperance.
5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 50 per cent. on penmanship, 40 per cent. on the paper in composition, and 34 per cent. on every other paper.
6. Unsuccessful candidates shall be furnished with a statement of the subjects on which they failed.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR
ENDING JUNE 30TH, 1911.

In the following course certain subjects are *obligatory* and others *optional*. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may, with the consent of his parents, be omitted by any pupil unless he intends to be a candidate for examination in which case he must complete the course prescribed in algebra, geometry, and agriculture in addition to the obligatory subjects. Every candidate must write on all the subjects prescribed for examination.

Reading: A general knowledge of the subject matter of all the prose selections in the New Canadian Reader, Book V. These selections—except those prescribed for literature—are for independent supplementary reading rather than study. Practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the following selections from the New Canadian Reader, Book V; with memorization of the finest passages.

Prose.—The Little Midshipman, p. 23; Rip Van Winkle, p. 47; King Richard and Saladin, p. 118; The Apology of Socrates, p. 156; Sir Roger de Coverley, p. 261; Canada and Great Britain, p. 353.

Poetry.—The Irish Emigrant, p. 21; In Memoriam, p. 45; Rosabelle, p. 97; Mortality, p. 175; Ode to Duty, p. 197; The Birds of Killingworth, p. 216; To a Skylark, p. 229; To the Cuckoo, p. 233; The Passing of Arthur, p. 247; The Lotus-Eaters, p. 281; Ulysses, p. 283; Village Characters, p. 285; The British Flag, p. 376.

Composition: The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in reading.

Grammar: An intelligent comprehension of Goggin's New Elementary Grammar.

Orthoepy and Spelling: Careful attention to spelling in all written work; division of words into syllables and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

Arithmetic and Mensuration: A general review of the work prescribed for Standards III and IV including notation and numeration, measures and multiples, common fractions, decimal fractions, square root, and metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; applications of percentage—profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion with their applications to partnerships; mensuration as contained in Chapter VII of Hill's Lessons in Geometry. All problems should as far as possible have due relation to the demands of modern commercial and business life. Clearness of reasoning and accuracy of statement in the solution of problems should be emphasized. Rapidity and accuracy of work should be aimed at. Exercises in mental arithmetic should be given. Text book in arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

Algebra: Definitions; simple rules; simple equations with problems. Text book: C. Smith's Elementary Algebra (Chapters I to VI).

Geometry: As in Hill's Lessons in Geometry, Chapters I, II, III and IV (omitting the theorems), with definitions of Chapters V and VI.

Book-keeping: (a) A general knowledge of business forms and their uses—receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P. O. money orders, postal notes, etc.; (b) Single entry—use of books; easy sets. Text book: Black's Public School Book-keeping.

Geography: The general geography of the world; geography of Canada more particularly. Text book: The New Canadian Geography (Saskatchewan and Alberta Edition).

History: The leading events of Canadian history with particular attention to events subsequent to 1840; the outlines of British history. Text books: Duncan's The Canadian People, Symes and Wrong's English History.

Nature Study and Agriculture: (a) *Nature Study*—A general review of the topics prescribed for Standards III and IV including Leaves—their position, arrangement, form and venation; their relation to sunlight, air and direction of water to roots. Flowers—silver weed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and the uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction; propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life. (b) *Agriculture*—A general knowledge of the following topics: Soils—formation, composition, classification, exhaustion and restoration; preparation for crops; tilling and draining. Crops—their growth, management, rotation, diseases. Live stock and dairying—feeding, care and management of farm animals; butter making. Insects—growth, classification, remedies. Weeds—wild buckwheat, tumble-weed, hedge mustard, stink-weed, Russian thistle; methods of destroying. Trees—their cultivation for shade, ornament and protection. Reference book for pupils and teachers: Agriculture by James and McIntyre.

Hygiene and Temperance: As outlined in the Programme of Studies for Standards I to V. Teacher's reference books: Ontario Public School Physiology and Temperance. Knight's Introductory Physiology and Hygiene (Copp Clark Co.).

Penmanship: Principles of letter formation; figures; ledger headings; addressing envelopes; a legible business hand. Neatness and legibility should be required in all written exercises.

Drawing: Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I and II. Teacher's reference: The Manual.

Music: As outlined in the Programme of Studies for Standards III-V. Text book: King Edward Music Readers (First and Second).

The *obligatory* subjects of the standard are Reading, Literature, Composition, Grammar, Orthoepy and Spelling, Arithmetic and Mensuration, Geography, British and Canadian History, Nature Study, Hygiene and Temperance, Penmanship and Drawing.

The *optional* subjects of the standard are Algebra, Geometry, Book-keeping, Agriculture and Music.

Candidates for Examination shall be required to write upon the following subjects: Literature, Composition, Grammar, Orthoepy and Spelling, Arithmetic and Mensuration, Geometry, History, Algebra, Geography, Nature Study and Agriculture, Drawing. The marks for Penmanship shall be awarded on the Composition paper.

APPENDIX D.

CERTIFICATES AND DIPLOMAS

COURSES OF STUDY: STANDARDS VI, VII, VIII
AND NORMAL SCHOOLS.

FOR THE YEAR ENDING JUNE 30TH, 1911

CERTIFICATES.

1. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification granted by the Minister of Education. This regulation shall not apply to persons employed under the provisions of sub-section 2 of section 136 of The School Ordinance.

2. Certificates of qualification shall be of the following classes:

(a) Interim certificates of the first and second class valid for one year from the close of the school term during which they are issued.

Interim certificates may be granted: (1) On the recommendation of the Principal of the Normal School to students who have completed a course in training, (2) under the provisions of regulation 6.

(b) Professional certificates of the first and second class valid for life unless suspended or cancelled for cause.

Professional certificates of either class may be granted to persons who have taught successfully in the province for at least one year while holding a valid interim certificate of the same class. Persons holding interim certificates obtained on the recommendation of the Principal of the Normal School must also have passed the professional examination prescribed for teachers.

(c) Third class certificates valid for three years from June 30th of the year during which the holders thereof obtained diplomas entitling them to admission to a Normal School.

Third class certificates may be granted on the recommendation of the Principal of the Normal School to students who have completed a course in training and who have passed the prescribed professional examination.

(d) Provisional certificates valid until the close of the school term during which they are issued.

A provisional certificate may be granted either upon the application of a board of trustees that has failed to secure a duly qualified teacher, or upon the recommendation of an inspector. A board of trustees in apply-

ing for a provisional certificate for any person must satisfy the Department that a duly qualified teacher is not available. The board shall also furnish satisfactory evidence of the character and qualifications of the person for whom the certificate is requested.

(e) Kindergarten certificates for principals and assistants in kindergartens.

3. On receiving an application from a board of trustees, accompanied by a recommendation from an inspector, the Minister of Education may, if a qualified teacher is not available, extend a third class or a provisional certificate to the end of the school term following that during which such certificate expired.

4. Persons whose third class certificates have expired and whose teaching has been favorably reported upon by an inspector may have their certificates renewed by passing the examination for Standard VI and the prescribed examination in pedagogy.

5. The Minister of Education may extend the time during which an interim certificate shall be valid.

6. Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the Department (a) the certificates which he holds, (b) an official statement that such certificates are valid and in force, (c) a certificate of moral character dated within three months of the time of presentation, (d) a recent testimonial from the inspector under whom he last taught.

7. Upon the recommendation of the Principal of the Normal School the Minister of Education may permit any teacher-in-training who has failed to pass the professional examination at the close of the session to write upon such examination at a subsequent session; but in case of a second failure every such person who desires to qualify as a teacher shall be required to attend another session and pass the prescribed professional examination.

DIPLOMAS.

EXAMINATION REQUIREMENTS.

Standards VI, VII, VIII.

1. The annual departmental examinations shall be held between June 20th and July 15th upon such days and at such places as may be determined by the Minister of Education.

2. Every candidate who desires to write upon any departmental examination shall, not later than May 15th, make application to the Department. Special forms are furnished for this purpose.

3. The principal of every school having candidates for examination shall before June 30th, forward to the Department a confidential report on each candidate under the following heads: Length of time preparing for examination, regularity of attendance, attitude towards work, general grasp of each subject, physical fitness for examination, chances for passing. Percentages based upon the candidate's work during the year should be given where possible.

4. Only the holders of Standard VI or VII diplomas shall be admitted to examination for Standard VII and VIII Diplomas respectively. But in the case of persons who have not been residents of the Province for eighteen months immediately prior to the date of examination and in other special cases the Minister may upon proof of necessary qualifications admit such to any examination.

5. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks, 40 per cent. on the paper in English composition, and 34 per cent. on every other paper or on each part thereof.

6. Every person who passes the annual departmental examination for Standard VI, VII or VIII shall receive a diploma certifying thereto.

7. Any candidate who fails to pass the examination for Standard VII or VIII may be granted a diploma of the next lower standard provided such candidate obtained 40 per cent. of the total marks and 30 per cent. on each paper.

8. Every unsuccessful candidate shall be furnished with a statement of the subjects on which he failed, and shall have the right to appeal within twenty days from the time the results of the examination are announced. Each appellant shall state the answer papers he desires to have re-examined and the specific reasons therefor. No appeal shall be considered unless it is accompanied by the fee prescribed.

9. The fee for each of the examinations (Standards VI, VII and VIII) shall be three dollars payable to the presiding examiner on the first day of examination. If a candidate desires to write on only one or two subjects the fee shall be one dollar, if on three or four subjects, two dollars. The fee for each appeal shall be two dollars. If an appeal is sustained the fee shall be refunded.

Professional Examinations.

10. The professional examinations based on the course of studies for Normal School shall be held at the close of each session.

11. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks and 34 per cent. on each paper.

12. Every person who holds a professional certificate of the second class and a Standard VIII diploma shall be permitted, without further attendance at the Normal School, to write upon the professional examination for a first class interim certificate.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION
FOR THE YEAR ENDING JUNE 30TH, 1911.

In the following course of studies prescribed for Standards VI, VII and VIII certain subjects are *obligatory* and others are *optional*. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may be omitted by any pupil. The annual examination for each standard includes both obligatory and optional subjects. All candidates must write on the obligatory subjects which are prescribed for examination but they may elect the optional subjects on which they wish to write.

STANDARD VI.

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than for intensive study.

Books prescribed for 1911.

Eliot—*Silas Marner*.

Goldsmith—*Vicar of Wakefield*.

Longfellow—*Courtship of Miles Standish*.

Tennyson—*Idylls of the King*.

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages. Practice in oral reading.

Text for 1911: Scott—*Lady of the Lake*.

4. *English Grammar and Rhetoric*: A general knowledge of the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description and exposition.

Text books:

Sykes' Elementary English Composition (The Copp, Clark Co.).

The High School Grammar, revised edition (Canada Publishing Co.).

5. *History*: The leading events of Canadian and British History. Examinations in history will be so framed as to require comparison and the use of judgment on the student's part rather than the mere use of memory.

Text books:

Duncan's "Canadian People" (Western Edition).

Buckley and Robertson's High School History (The Copp, Clark Co.).

6. *Geography*: The general geography of the world: Geography of Canada and the British Empire more particularly.

Text books:

The New Canadian Geography—Saskatchewan and Alberta edition (W. J. Gage & Co.).

Tarr's Elementary Physical Geography (The Macmillan Co. of Canada).

Teacher's reference: Adam's Commercial Geography (G. N. Morang & Co.).

7. *Arithmetic and Mensuration*: Chapters I to X inclusive, and pages 250 to 287 inclusive. Problems based on the work covered.

Text book:

Hamblin Smith's Arithmetic—1907 edition (W. J. Gage & Co.).

8. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factors, highest common factor, least common multiple, fractions, easy quadratics.

Text book:

C. Smith's Elementary Algebra, chapters I to XIV inclusive. (The Macmillan Co. of Canada).

9. *Geometry*: Euclid's Elements, Book I, with easy deductions.

Text book:

Todhunter and Loney (The Macmillan Co. of Canada).

10. *Book-keeping*: A knowledge of business forms, usages and correspondence; book-keeping by single and double entry.

Text book:

Black's Public School Book-keeping (The Copp, Clark Co.).

11. *Botany and Agriculture*: *Botany*—(a) As in prescribed texts, omitting chapters VI, XII, XIV, XIX, XX, XXI, XXII, XXIII, and microscopic work; (b) A knowledge of the structure, function and relation of the root, stem, leaf and flower of typical plants belonging to the orders Ranunculaceæ, Cruciferæ, Leguminosæ, Rosaceæ and Liliaceæ. Determination of plants belonging to these orders. Field work by each student is essential. *Agriculture*—As in prescribed text.

Text books:

Bergen's Foundations of Botany without Key and Flora (Ginn & Co.).

Agriculture by James and McIntyre (Morang & Co.).

Teacher's references: Spotton's High School Botany, Manitoba edition (W. J. Gage & Co.).

Coulter's Plant Relations (Morang & Co.).

Bailey's Principles of Agriculture (The Macmillan Co. of Canada).

12. *Physical Science*: As in chapters I to X inclusive of Merchant and Fessenden's High School Physical Science, Part I—revised edition (The Copp, Clark Co.).

13. *Drawing*: Representation, construction, decoration, as in Prang's New Graded Course in Drawing for Canadian Schools, Books I, II and III (W. J. Gage & Co.).

Teacher's reference: The Manual.

14. *Latin*: Grammar, reading, composition; Lessons I to LXV inclusive of Henderson and Fletcher's First Latin Book. (The Copp, Clark Co.).

15. *French*: Grammar, reading, composition and conversation; Lessons I to XXXVI inclusive of Fraser and Squair's French Grammar and Reader (The Copp, Clark Co.).

16. *German*: Grammar, reading, composition and conversation; Lessons I to XXV inclusive of the High School German Grammar and Reader (The Copp, Clark Co.).

17. *Pedagogy*: An examination in pedagogy shall be held each year for such persons as apply for a renewal of their third class certificates. The examination shall be based upon the following texts:

White's School Management.

Tilley's Methods in Teaching.

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, English Grammar and Rhetoric, Geography, British and Canadian History, Arithmetic and Mensuration, Geometry, Botany and Drawing.

The *optional* subjects of this standard are: Algebra, Book-keeping, Agriculture, Physical Science, Latin, French, and German.

The *examination* subjects for a Standard VI diploma are: English Literature, English Composition, British and Canadian History, Geography, Arithmetic and Mensuration, Algebra, Book-keeping, Botany and Agriculture, Physical Science, Drawing.

(*Note*.—Pupils in Standard VI who intend to proceed to a university should commence the study of languages required for matriculation.)

STANDARD VII.

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than for intensive study.

Books prescribed for 1911:

Scott—Ivanhoe.

Arnold—Sohrab and Rustum.

Ruskin—Sesame and Lilies.

Addison—Sir Roger de Coverley.

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject matter, structure and language of each prescribed selection. Memorization of choice passages.

Text for 1911:

Tennyson—Select Poems, Alexander (Copp, Clark Co.).

Shakespeare—Macbeth.

4. *English Grammar and Rhetoric*: As in the High School Grammar. Definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the forms of narration, description, exposition and argument.

Text books:

Sykes' Elementary English Composition (The Copp, Clark Co.).

The High School Grammar, revised edition (Canada Publishing Co.).

Teacher's reference: Genung's Practical Rhetoric (Ginn & Co.).

5. *History*: Myers' General History—to the close of the Mediæval Period (p. 485); Bourinot's How Canada Is Governed (Copp, Clark Co.).

6. *Arithmetic and Mensuration*: Hamblin Smith's Arithmetic—1907 Edition.

7. *Algebra*: Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factoring, highest common factor, least common multiple, fractions, equations with fractions, quadratic equations, simultaneous equations of the second degree, powers and roots, indices, surds.

Text books:

C. Smith's Elementary Algebra, chapters I to XX inclusive (The Macmillan Co. of Canada).

8. *Geometry*: Euclid, Books I, II and III; deductions.

Text book:

Todhunter and Loney's Euclid (The Macmillan Co. of Canada).

9. *Physical Science*: Merchant and Fessenden's High School Physical Science, Part I—Revised Edition (The Copp, Clark Co.).

10. *Animal Life*: As in Jordan and Kellogg's Animal Life (Morang & Co.) especially chapters I, II, IV, VI, VII, VIII, IX, XII, XIV, XV, XVI.

11. *Chemistry*: Mills' Chemistry for Schools (Gage & Co.).

12. *Latin*: Henderson & Fletcher's First Latin Book and Reader. Course in Grammar prescribed for Standard VI continued. Translation into Latin of easy phrases and sentences illustrating the rules of Latin syntax. Sight translation from easy prose authors. Special study of the texts prescribed.

Latin texts for 1911:

Cæsar—Bellum Gallicum, Book IV, Chapters 20 to 38, and Book V, Chapters 1 to 23.

Virgil—Aeneid, Book II (Lines 1 to 505).

13. *French*: High School French Grammar and Reader. Course in Grammar prescribed for Standard VI continued to page 187. Translation from English into French of easy sentences and paragraphs. Sight translation from modern French authors. Special study of the following selections:

LAMENNAIS, *Paroles d'un Croyant*, Chaps. VII and XVII: PERRAULT, *Le Maître Chat ou Le Chat Botté*; DUMAS, *Un Nez Gelé*, and *La Pipe de Jean Bart*; ALPHONSE DAUDET, *La Dernière Classe*, and *La Chèvre de M. Seguin*; LEGOUVE, *La Patte de Dindon*; POUVILLON, *Hortibus*; LOTI, *Chagrin d'un Vieux Forçat*; MOLIERE, *L'Avare*, Acte III, Sc. 5 (Est-ce à votre Cocher . . . sous la mienne); VICTOR HUGO, *Waterloo*, Chap. IX; ROUGET DE L'ISLE, *La Marseillaise*; ARNAULT, *La Feuille*; CHATEAUBRIAND, *L'Exile*; THÉOPHILE GAUTIER, *La Chimère*; VICTOR HUGO, *Extase*; LAMARTINE, *L'Automne*; DE MUSSET, *Tristesse*; SULLY PRUDHOMME, *Le Vase Brisé*; LA FONTAINE, *Le Chêne et le Roseau*.

French text for 1911:

Labiche—*Le Voyage de Monsieur Perrichon*.

14. *German*: High School German Grammar and Reader. Translation from English into German of easy sentences and paragraphs. Sight translation from modern German authors. Special study of the following selections:

GRIMM, *Rotkaeppchen*; ANDERSON, *Wie's der Alte macht*, *Das neue Kleid*, *Venedig*, *Rothschild*, *Der Baer*; ERTL, *Himmelsschlüssel*, *Frommel*, *Das eiserne Kreuz*; BAUMBACH, *Nicotiana*, *Der Goldbaum*; HEINE, *Lorelei*, *Du bist wie eine Blume*; UHLAND, *Schaefer's Sonntagslied*, *Das Schloss am Meer*; CHAMISSO, *Das Schloss Boncourt*; CLAUDIUS, *Die Sterne*, *Der Riese Goliath*; GOETHE, *Mignon*, *Erlkoenig*, *Der Saenger*; SCHILLER, *Der Juengling am Bache*.

German text for 1911:

Baumbach—*Waldnovellen*.

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, History, English Grammar and Rhetoric, Animal Life, Geometry, Arithmetic and Mensuration.

The *optional* subjects of this standard are: Physical Science, Algebra, Chemistry, Latin, French, and German.

The *examination* subjects for a Standard VII diploma are: English Composition, English Literature, History, English Grammar and Rhetoric, Geometry, Animal Life, Arithmetic and Mensuration, and any three of the following: Algebra, Physical Science, Chemistry, Latin, French or German.

(*Note*.—Students desiring standing equivalent to matriculation must select for examination the languages and other subjects prescribed therefor by the university.)

STANDARD VIII.

1. *Reading*: A general knowledge of the subject-matter of the books prescribed for general reading.

Books prescribed for 1911:

Thackeray—*Pendennis*.

Scott—*Talisman*.

Milton—*Paradise Lost*, Books I and II.

Macaulay—*Warren Hastings*.

2. *English Composition*: Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation, or

division into paragraphs will not be accepted at examination. Instruction in the principles of rhetoric should be given in connection with this study.

3. *English Literature*: A thorough study of the subject-matter, structure and language of each prescribed selection. Memorization of choice passages.

Texts for 1911:

Shakespeare—*Macbeth* and *Merchant of Venice*.

Milton—*Minor Poems* (*L'Allegro*, *Il Penseroso*, *Comus*, etc.)

Spenser—*Faerie Queene*, Book I.

4. *English Language and History of Literature*:

Text books:

Lounsbury's *English Language*, Part I, revised edition.

Gummere's *Handbook of Poetics* (Ginn & Co.).

Halleck's *History of English Literature*, Chapters I to VIII inclusive (American Book Company).

5. *History*:

Text books:

Bagehot—*The English Constitution* (Kegan, Paul, Trench & Co.)

Cunningham's *Outlines of English Industrial History* (The Macmillan Co.).

Myer's *General History—Modern Age* (page 486).

6. *Algebra*. C. Smith's *Elementary Algebra* (The Macmillan Co. of Canada).

7. *Geometry*: Euclid, Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, A, 4, 33 of Book VI; deductions.

Text book:

Todhunter and Loney (The Macmillan Co. of Canada).

8. *Trigonometry*: Murray's *Plane Trigonometry and Tables* (Longman's & Co.).

9. *Chemistry*: Inorganic Chemistry.—Remsen's *Briefer Course* (Henry Holt & Co.).

10. *Physical Science*: The elements of Physics.

Text book:

High School Physical Science, Part II, Revised Edition (Copp, Clark Co.).

11. *Latin*:

(1) *Authors*—

Latin texts for 1911:

Horace—*Odes*, Books III and IV.

Cicero—*In Catilinam*, Books I and II.

Grammar—

BENNET: with special reference to Parts I to IV.

Composition—BRADLEY: Arnold's Latin Prose Composition (Exercises I to XXIII).

12. *French:*

(1) *Grammar and Composition.* Dictation and sight translation.
High School French Grammar. A study of the irregular verbs and pages 187 to 336 inclusive, with associated exercises.

(2) An examination on Texts prescribed.

French texts for 1911:
Erckmann-Chatrien—Madame Thérèse.

13. *German:*

(1) *Grammar and Composition.* Dictation and sight translation
High School German Grammar.

(2) An examination on Texts prescribed.

German texts for 1911:
Baumbach—Waldnovellen; Der Schwiegersohn.
Elz—Er ist nicht eifersuchtig.
Wichert—Post Festum.

The *obligatory* subjects of this standard are: Reading, English Composition, English Literature, English Language and History of Literature, History, and Trigonometry.

The *optional* subjects of this standard are: Algebra, Geometry, Chemistry, Physical Science, Latin, French, and German.

The *examination* subjects for a Standard VIII Diploma are: English Composition, English Literature (two papers), English Language and History of Literature, History, Trigonometry, *either* Physical Science or Chemistry, and any *two* of the following: Algebra, Geometry, Latin, French or German.

(NOTE.—Students desiring university standing equivalent to the first year must select for examination the languages and other subjects prescribed therefor by the university.)

NORMAL SCHOOLS.

1. Before being granted a card of admission to a Normal School every applicant for training shall hold or be entitled to a Standard VI, VII or VIII diploma.

2. No card of admission shall be granted until the applicant has submitted to the Department a certificate of moral character signed by a clergyman or some other responsible person.

3. Applicants for admission shall submit certificates to show that in the case of females they are over sixteen years of age and in the case of males over eighteen.

4. Any person who holds a card of admission and fails to be present on the opening day of the session shall forfeit his right to attend.

5. A session of a Normal School for the training of teachers for Third Class certificates shall be held at such time and place as may be deemed necessary or desirable by the Minister of Education.

COURSE OF STUDIES.

The course of studies for the training of teachers for the different grades of certificates shall be as follows:

Third Class Certificates.

1. *Pedagogy*: An outline study of the general principles underlying the art of teaching; application of these principles to teaching and government.

2. *School Management*: School organization, discipline, school tactics, classification of pupils, promotions, types of schools, etc. Text: White's School Management.

3. *School Law and Regulation*: Such portions of the School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils. Texts: School Ordinances; Regulations of the Department.

4. *School Hygiene*: Topics relating to school work

5. *Methods*: Lectures on methods of teaching each subject on the programme of studies prescribed for public schools. Text: Tilley's Methods in Teaching.

6. *Practice in Teaching*: Planning of lessons and practice teaching under supervision.

7. *Drawing*: Prang's New Graded Course for Canadian Schools.

8. *Music*: The King Edward Music Readers (First).

Second Class.

Psychology: Its relation to pedagogy; conditions, processes, and laws of mental development; its value to the teacher in the art of education. Text: Gordy's New Psychology.

School Management: Functions of the school; school organization; discipline; school incentives; programmes; examinations, etc. Text: White's School Management.

School Law: Such portions of the School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils. Texts: The School Ordinances; Regulations of the Department of Education.

Methodology: Lectures on the presentation of each subject on the Course of Studies. Text: Tilley's Methods in Teaching.

Practice in Teaching: Planning of lessons; teaching under supervision.

School Hygiene: Lectures on personal and school hygiene; physical exercises; adaptation of exercises.

Music and Drawing: Theoretical and practical instruction. Texts: Prang's New Graded Course in Drawing for Canadian Schools. King Edward Music Readers (First and Second).

Manual Training: Practical instruction in modelling and constructive work, including blackboard drawing.

First Class.

Philosophy of Education: Nature, form and limits of education; education in its special elements—physical, intellectual and volitional training; particular systems. Text: Tompkins' Philosophy of Teaching.

History of Education: Leading systems of education; eminent educators. Text: Painter's History of Education.

Psychology: Scope of psychology; its relation to pedagogy; growth of consciousness as represented by attention, sensation perception, association, imagination, memory, etc.; discussion of fundamental pedagogic principles and their psychologic bases. Text: Halleck's Psychology and Psychic Culture.

School Management: Function of the school; school organization; discipline; incentives; courses of study; examinations, etc. Text: Tompkins' School Management.

School Law: A general knowledge of the School Ordinances and Regulations of the Department of Education.

Methodology: Lectures on the method of presentation of each subject on the course of studies.

Practice in Teaching: Planning of lessons; teaching under supervision.

School Hygiene and Sanitation: Lectures.

Theoretical and Practical Instruction in Music and Drawing. Texts: Prang's New Graded Course in Drawing for Canadian Schools. King Edward Music Readers (First and Second).

Manual Training: Practical instruction.

Reference Books for Normal Schools.

Science and Philosophy of Education: Boone's Science of Education; Horne's Philosophy of Education.

Psychology and Pedagogy: Dexter and Garlick's Psychology in the Schoolroom; Sully's Teacher's Handbook of Psychology; White's Elements of Pedagogy; Betts' "The Mind and Its Education."

School Management: Fitch's Lectures on Teaching; Miller's School Management; Dewey's "School and Society."

History of Education: Davidson's History of Education; Kemp's History of Education.

Methods: Smith's Systematic Methodology; Hinsdale's "How to Study and Teach History"; Chubb's "The Teaching of English"; De Garmo's "Essentials of Method"; Clark's "How to Teach Reading in the Public School."

Drawing: Augsburg's "Drawing Books, I, II and III;" Prang's "Text Books of Art Education"; Emery's "How to Enjoy Pictures"; Lucy Crane's "Art and Formation of Tastes."

Music: Normal Music Course (Silver Burdett & Co.); Eleanor Smithe's Music Series.

Physical Culture: Bancroft's School Gymnastics.

Hygiene: Shaw's School Hygiene; New Century Series of Anatomy, Physiology and Hygiene, Nos. 2, 3, 4, 5; Blaisdell's "Our Bodies and How We Live."

Writing: Jackson's Theory and Practice of Handwriting.

Manual Training: Plastic Methods for Plastic Minds, Harbutt; Construction Work, Worst; Working Drawings of Models in Sloyd, Larson; Progressive Lessons in Needlework, Johnson; How to make Baskets, White; Hand Loom Weaving, Todd.

APPENDIX E.

AUTHORIZED TEXT BOOKS, STANDARDS I-V.

APPROVED AUGUST, 1908.

Readers: The Alexandra Readers (Morang); The New Canadian Reader, Book V (W. J. Gage & Co.); The Dominion Readers, First (Part I, Part II,) and Second—these are optional for Roman Catholic Separate Schools; Bilingual Series, First (Part I, Part II), and Second Readers—these are optional in schools where French is the vernacular; German Readers, Ahn's First and Second German Books.

Supplementary Readers: Standard I (Part I), Appleton's First Reader; (Part II), Sea Side and Way Side No. 1 (Animal Life), Bass' Nature Stories for Young Readers (Plant Life), Scudder's Verse and Prose for Beginners (No. 59 R.L.S.). Standard II, Sea Side and Way Side No. 2, Fables and Folk Stories (Nos. 47, 48, R.L.S.). Standard III, Sea Side and Way Side No. 3, Selections from Child Life in Poetry (No. 70, R.L.S.). Standard IV, John Burrough's Birds and Bees (No. 28, R.L.S.), Dickens' Christmas Carol (No. 57, R.L.S.). The use of supplementary readers is optional in all schools.

Copy Books: Gage's Practical System of Vertical Writing. (To be discontinued when suitable slant series is procured).

Arithmetic: Kirkland and Scott's Elementary Arithmetic, revised and enlarged edition.

Grammar: Goggin's New Elementary Grammar.

Geography: The New Canadian Geography (Alberta and Saskatchewan edition).

History: Duncan's "Canadian People" (Western edition); Symes & Wrong's English History.

Agriculture: Agriculture, by C. C. James and McIntyre.

Geometry: Hill's Lessons in Geometry.

Algebra: C. Smith's Elementary Algebra.

Book-keeping: Black's Public School Book-keeping.

Drawing: Prang's New Graded Course in Drawing for Canadian Schools, Books I and II.

Music: The Normal Music Course, First and Second Readers, revised and enlarged; First Series of Charts, Second Series of Charts.

APPENDIX F.

THE RHODES SCHOLARSHIPS.

The trustees of the will of the late Mr. Cecil Rhodes issue the following memorandum for the information of educational authorities and intending candidates for scholarships in Canada:

The election of scholars in Canada under the Rhodes bequest will take place each year during the month of January. The scholars will begin residence at Oxford in October of the year for which they are elected.

Each scholarship is tenable for three years, and is of the value of £300 per annum.

Candidates shall be British subjects and unmarried. They must have passed their nineteenth, but not have passed their twenty-fifth birthday, on October 1st of the year for which they are elected.

An elected scholar must have reached at least the end of his sophomore or second year's work at some recognized degree-granting University or College of Canada.

Candidates may elect whether they will apply for the Scholarship of the Province in which they have acquired any considerable part of their educational qualifications, or for that of the Province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination or election in the Province they select. No candidate may compete in more than one Province, either in the same or in successive years.

Only candidates who have passed an equivalent to the Oxford Responsions Examination including Greek or those who are exempted from Responsions by the Colonial Universities' Statute, are eligible for election.

Note.—The Colonial Universities' Statute provides that any University in the British Dominions may apply to Oxford University to be admitted to the privileges of the Statute. If the application is accepted, students who have taken a full course for two years at the Colonial University, are admitted to advance standing at Oxford, and are excused from Responsions.

To aid in making a choice each qualified candidate is required to furnish to the Chairman of the Committee of Selection—

(a) A certificate of age;
(b) A full statement of his educational career at School and College; his record in athletics, and such testimonials from his masters at School and his professors at College, in reference to the qualities indicated by Mr. Rhodes, as will assist the judgment of the Committee of Selection.

Each candidate should personally present himself to the Committee of Selection before a final decision is made, unless specially excused by the Committee itself, in which case a statement of the reasons should be sent to the Trustee.

The Scholarship will be paid in four quarterly instalments the first on beginning residence at Oxford, and thereafter terminally on the certificate of the College that the work and conduct of a student have been satisfactory. Without such a certificate the Scholarship lapses.

For the information of students who are not excused from Responsions under the regulations contained in the foregoing memorandum, the following particulars regarding this examination are given:

EXTRACTS FROM MR. RHODES' WILL

The following extracts from Mr. Rhodes' will, which indicate the purpose of the scholarships, will doubtless be of interest:

Whereas, I consider that the education of young colonists at one of the universities in the United Kingdom is of great advantage to them for giving breadth to their views, for their instruction in life and manners, and for instilling into their minds the advantage to the colonies as well as to the United Kingdom of the retention of the unity of the Empire; and whereas, in the case of young colonists studying at a University in the United Kingdom, I attach very great importance to the university having a residential system such as is in force at the universities of Oxford and Cambridge, for without it those students are, at the most critical period of their lives, left without any supervision; and whereas, there are at the present time fifty or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by the excellent medical school, and I should like to establish some of the scholarships hereinafter mentioned in that university, but owing to its not having such a residential system as aforesaid; I feel obliged to refrain from doing so; and whereas, my own university, the University of Oxford, has such a system, I suggest that it should try to extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh; and whereas, I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the Union of the English-speaking peoples throughout the world, and to encourage in the students from the United States of America, who will benefit from the American scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth: Now, therefore, I direct my trustees as soon as may be after my death, and either simultaneously or gradually as they shall find convenient, and if gradually, then in such order as they shall think fit, to establish for male students the scholarships hereinafter directed to be established, each of which shall be of the yearly value of £300, and be tenable at any college in the University of Oxford for three consecutive academical years.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic attainments, (ii) his fondness of and success in many outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindness, unselfishness, and fellowship; and (iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his school mates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim. As mere suggestions for the guidance of those who will have the choice of students for the scholarships, I record that (i) my ideal qualified student would combine these four qualifications in the proportions of three-tenths for the first, two-tenths for the second, three-tenths for the third and two-tenths for the fourth qualifications, so that, according to my ideal, if the maximum number of marks for any scholarship were 200 they would be apportioned as follows: Sixty to each of the first and third qualifications and forty to each of the second and fourth qualifications; (ii) the marks for the several qualifications would be awarded independently as follows (that is to say): The marks for the first qualification by examination, for the second and third qualifications, respectively, by ballot by the fellow students of the candidates, and for the fourth qualification by the head master of the candidate's school; and (iii) the results of the awards (that is to say, the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the trustees or to some person or persons appointed to receive the same, and the person or persons so appointed would ascertain by averaging the marks in blocks of twenty marks each of all candidates the best ideal qualified students.

No student shall be qualified or disqualified for election to a scholarship on account of his race or religious opinions.

Except in the case of the four schools hereinbefore mentioned, the election to scholarships shall be by the trustees, after such (if any)

consultation as they shall think fit with the minister having the control of education in such colony, province, state or territory.

A qualified student, who has been elected as aforesaid shall, within six calendar months after his election or as soon thereafter, as he can be admitted into residence, or within such extended time as my trustees shall allow, commence residence as an undergraduate at some college in the University of Oxford.

The scholarships shall be payable to him from the time when he shall commence such residence.

I desire that the scholars holding the scholarships shall be distributed among the colleges of the University of Oxford, and not resort in undue numbers to one or more colleges only.

Notwithstanding anything hereinbefore contained, my trustees may, in their uncontrolled discretion, suspend for any such time as they shall think fit, or remove any scholar from his scholarship.

In order that the scholars, past and present, may have opportunities of meeting and discussing their experiences and prospects, I desire that my trustees shall annually give a dinner to the past and present scholars able and willing to attend, at which I hope my trustees, or some of them, will be able to be present, and to which they will, I hope, from time to time invite as guests persons who have shown sympathy with the views expressed by me in this my will.

APPENDIX G.

EXAMINATIONS, 1910.

STANDARD V.

LITERATURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { H. R. PARKER, B.A.
Values. { J. C. BUTCHART, B.A.

36 1. Give a concise sketch of the story of Rip Van Winkle.

8 2. (a) Quote from "The Ancient Mariner" lines which express
(a) loneliness, (b) fear of the unknown.

(b) In what connection do the following passages occur:—
"As idle as a painted ship
Upon a painted ocean."
"No voice did they impart
No voice; but oh! the silence sank
Like music on my heart."
"And now it is an angel's song
That makes the heavens be mute."
"He prayeth well who loveth well
Both man and bird and beast."
"Oh sleep! It is a gently thing
Beloved from pole to pole."

10 3. Did the Ancient Mariner suffer more than the others of the crew? Give reasons for your answer. Did the others deserve to suffer at all? If so, why?

20 4. (a) For what was King Robert of Sicily punished? How was he punished? Was the punishment fitting? Was it effective? Give quotations in support of your views.

5 (b) Who is the author of the poem, "King Robert of Sicily?" From which of the author's works is it taken? What other poems by this author have you read?

5 5. Where do the following passages occur? Explain the italicized expressions.

(a) "Katie walks
By the long wash of Australasian sea
Far off, and *holds her head to other stars*
And breathes in *converse seasons*."

Values.

8 (b) "It was the season when through all the land
 The *merle* and *mavis* build, and building sing
 Those lovely *lyrics* written by his hand
 Whom *Saxon Caedmom* calls the *Blythe-heart King*."

3 (c) "We revere, and while we hear
 The tides of music's golden sea
 Setting toward eternity,
 Uplifted high in heart and hope are we
 Until we doubt not that for one so true
 There must be other nobler work to do."

4 (d) "Though babbling only to the vale of sunshine and of
 flowers
 Thou bringest unto me a tale
 Of *visionary* hours."

3 (e) "It's the land of dreams; oh fair and bright
 That land to many a rover
 But the heart must be pure and the conscience light
 That would cross its threshold over."

12 6. (a) When, where and by whom was the speech entitled "The Queen and the Empire" delivered?

10 (b) What does the speaker claim to be the principal work of Queen Victoria in connection with the British Empire?

16 7. (a) Give in short form the story of "The Sleeping Beauty" or
 (b) Quote sixteen consecutive lines from "The British Flag" or from the "Ode on the Death of Wellington."

STANDARD V.

NATURE STUDY.

TIME—TWO HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{JAS. C. MILLER, B. SC.} \\ \text{F. L. HILL, B.A.} \end{array} \right.$ *Values.*

1. Describe fully the house-fly, using the following headings:—

2 (a) Structure.
 3 (b) Habits of life.
 4 (c) Relation to man's health, cleanliness and food.
 3 (d) Means of extermination.

7 2. Write a note on how a plant obtains its food.

Values.

8 **3.** Describe any one of the most common weeds in Alberta and tell how you would eradicate it.

4 **4.** Write a note on the hawk, making special mention of the adaptation of structure to the needs of life. Use the following topics:—

4 (a) Structure.
4 (b) Habits of life.
4 (c) Relation to human interests.

14 **5.** (a) State and explain the various means used to preserve and increase the fertility of the soil.
(b) To what extent and in what ways are the farmers of Alberta giving attention to the preservation of the fertility of the soil? What will be the effect of negligence in this matter?

9 **6.** Write notes on poultry raising:—
(a) Housing and care.
(b) Food.
(c) Fattening.
(d) Marketing of products.

3 **7.** (a) Name six native trees of Alberta.
(b) What other trees may be grown successfully in Alberta?
9 (c) Describe fully how you would proceed to procure a small tree from the neighboring woods and transplant it to the school yard.

8 **8.** Write a note on any *one* of the following:—
(a) The care of house-plants.
(b) The care of a horse.
(c) A song bird of Alberta.

STANDARD V.

ORTHOEPI AND SPELLING.

TIME—ONE HOUR.

EXAMINERS

| | |
|----------------------|--|
| H. PARKER, B.A. | \| |
| J. C. BUTCHART, B.A. | |

Values.

25 **1.** Write the passage dictated by the examiner:—New Canadian Reader, page 209, ‘The thrasher’s nest but it did not.’
(N. B.—This passage must not be seen by candidates.)

10 **2.** Divide into syllables and mark the accent of:—Universal, convened, monotonous, magnificent, cavalcade, society, Adirondac, incarnate, haughtier, command.

Values.

5 **3.** (a) Write abbreviations or contractions for:—and so forth, company, manuscript, all correct, hundred-weight.
 5 (b) What is the meaning of:—anon., i.e., pro tem., viz., ult.

5 **4.** Use each of the following suffixes in forming a word and give the meaning of the word formed:—-ful, -ly, -less, -ish, -hood.

5 **5.** What is the force of the prefix in each of the following words:—return, miscall, untruth, begirdle, withhold.

5 **6.** Give a synonym for each of the following words:—chronicler, torpor, precisely, assemblage, conducted.

STANDARD V.

ALGEBRA.

TIME—TWO HOURS

EXAMINERS $\left\{ \begin{array}{l} \text{WALTER SCOTT, B.A.} \\ \text{P. H. THIBAUDEAU, B.A.} \end{array} \right.$ *Values*

1. If $x=3a-2b+5c$, $y=3b-2c-a$, $z=2c+3a-4b$ find the value of:
 6 (i) $x-2y-3z$
 7 (ii) $y-(2x-4z)$

2. From $3x^2-2xy+9y^2$ subtract $4xy-13x^2-15y^2$; and from $4xy-13x^2-15y^2$ subtract $3x^2-2xy-9y^2$. Add the results.

2 3. (a) Complete the following identical equations—
 2 $(A-B)^2=$
 3 $(A-B)(A+B)=$
 3 $(A+B+C)^2=$
 4 (b) Complete also the following identical equations showing by your solutions that you have used the above—
 3 $(3x-5y)^2=$
 3 $(4x-7y)(4x+7y)=$
 4 $(2x+3y+z)^2=$

6 4. Find the product of—
 6 (i) $2a^2+3ab-5b^2$ and $5b^2-2ab-3a^2$
 6 (ii) $a^2(a^2+2ab+b^2)$ and $b^2(a^2-2ab+b^2)$

10 5. Divide $4x^5-19x^4+2x^3-4x^2+14x+15$ by x^2-4x-3 .

3+2 6. (a) Solve for x —
 3+2 $(x-3)^2+(x-9)=(x+4)^2+10$.
 3+2 $(x+5)-(9-2x)=3-3x-(5+3x)$.
 3+2 $490-18(15-11x)=35(4x-5)+680$.
 (b) Prove each answer correct.

Values.

7 7. If for every 12 dollars John has William has 17 dollars and they both have 290 dollars, how many dollars has each?

10 8. In three books there are 1535 pages. In the second there are 85 pages more than twice as many as in the first, and in the third 15 pages more than in the other two. How many pages in each?

2 9. (a) If 3 books cost \$7.00, give an expression for the value of 11 x books.
 2 (b) If 5 y books cost \$13.70, give an expression for the cost of 4 books.
 2 (c) If 14 y dollars is the cost of 7 horses, what does 2 y dollars express?
 2 (d) If a tub contains x gallons, and a barrel y gallons, explain the meaning of the equation—

$$7x+9=3y-2.$$

 2 (e) If a book costs x dollars, what does the expression $(13x-11)$ stand for?

STANDARD V.

DRAWING.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS $\left\{ \begin{array}{l} \text{JAS. C. MILLER, B. SC.} \\ \text{P. H. THIBAUDEAU, B.A.} \end{array} \right.$

Note:—The compasses, ruler and triangle may be used in answering the fourth question but not in answering the others.

Values.

10 1. Make an outline drawing of the group—a cube and cylinder.

13 2. Draw the group of fruits—a banana, pear and a half apple. Be careful to make a pleasing arrangement of the units in the group.

10 3. Make a suitable design for a book cover.

15 4. Draw to a scale of $1/16$ the framework of a screen door 6' 8" high and 2' 8" wide.

12 5. Make a landscape sketch within a rectangle 5" \times 9", showing earth and sky and a tree and road in the foreground.

STANDARD V.

BRITISH AND CANADIAN HISTORY.

TIME—TWO HOURS.

EXAMINERS { C. H. RUSSELL, B.A.
W. H. THOMPSON, B.A.*Values.*

12 1. Give an account of the early Britons under the following headings:—Appearance, occupation, mode of warfare, religion, state of civilization.

12 2. Discuss the influences on English History of each of the following:—Simon de Montfort, Hampden, Clive, Nelson, Wilberforce.

13 3. Write concise notes on the following:—
 (a) Spanish Armada.
 (b) Reform Bill of 1832.
 (c) Repeal of the Corn Laws.

6 4. Show clearly the changes effected by the Revolution of 1688.
 6 Trace briefly the events in the reign of James II leading up to it.

6 5 (a) Show by means of a map the territory occupied by the French and English respectively in North America at the beginning of the Seven Years' War.
 6 (b) Describe briefly the principal events of the campaign of 1758.

12 6. Write notes on the following:—Lord Durham, Joseph Howe, Sir Isaac Brock, William Lyon MacKenzie.

10 7. Give an account of the second Riel Rebellion.

6 8. (a) Give an account of the events leading up to Confederation.
 2 (b) What is meant by a federal form of government?
 9 (c) Explain the duties of the following:—Lieutenant-Governor, Cabinet, Senate.

STANDARD V.

GEOMETRY.

TIME—TWO HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{P. H. THIBAUDEAU, B.A.} \\ \text{WALTER SCOTT, B.A.} \end{array} \right.$ *Values.*

10 **1.** Make drawings to show the difference between the following:
 (a) Quadrilateral and square.
 (b) Rectangle and parallelogram.
 (c) Angle and triangle.
 (d) Vertical lines and perpendicular lines.
 Write the name on each figure.

3 **2.** Give the names usually applied to the three dimensions. How many dimensions has each of the following:—Sphere, point, curved line, square?

8 **3. (a)** Divide a line AB into three equal parts. Explain your method.

8 **(b)** By a method different from that in 3 (a) divide a line CD into four equal parts. Explain your method.

5 **4. (a)** A surveyor uses a scale of one inch to a mile; how many acres of land are represented by a square inch on paper?

5 **(b)** If the scale is 1:1760 what length of line will represent $\frac{27}{4}$ miles?

8 **5.** Give three cases in which two triangles are always equal. Show that two triangles whose angles are equal, each to each, may not be equal.

16 **6.** A stone dam is 20 feet high, 34 feet wide at the bottom and 4 feet wide at the top. The slant height of each side is the same. Draw to scale a cross section of the dam and find the slant height.

13 **7.** A rectangular field is 4.4 km. long and 34 hm. wide. How many *ares* does it contain?

12 **8.** Draw an isosceles triangle whose base is 3 inches long and whose vertical angle contains 100 degrees.

STANDARD V.

COMPOSITION.

TIME—TWO HOURS.

EXAMINERS { J. W. BROWN, B.A.
JAS. C. MILLER, B.Sc.

Values.

1. The storm still followed me when I retired into my cabin. The whistling of the wind through the rigging sounded like funeral wailings. As the ship labored in the weltering sea, the creaking of the masts, the straining and groaning of bulkheads were frightful. It seemed as if death were raging round this floating prison seeking for his prey as I heard the waves rushing along the sides of the ship. A fine day with a tranquil sea and a favouring breeze, soon put all these dismal reflections to flight. It is impossible to resist the gladdening influence of fine weather and fair wind at sea. How lofty, how gallant a ship appears—how she seems to lord it over the deep when the ship is decked out in all her canvas, every sail swelled, and careering gayly over the curling waves!

4 (a) State how "topic sentence," "unity," "continuity" and "explicit reference" are illustrated in the foregoing extract.

8 (b) Indicate the paragraphs in the foregoing passage and give the topic of each.

2 (c) Re-arrange the third sentence of the passage making it similar in construction to the preceding sentence.

10 2. Give (a) an abstract, and
 15 (b) a paraphrase of the following selection:—
 "The drawbridge dropped with a surly clang,
 And through the dark arch a charger sprang
 Bearing Sir Launfal, the maiden knight,
 In his gilded mail that flamed so bright
 It seemed the dark castle had gathered all
 Those shafts the fierce sun had shot over its wall
 In his sieve of three hundred summers long
 And, binding them all in one blazing sheaf,
 Had cast them forth; so, young and strong
 And lightsome as a locust leaf,
 Sir Launfal flashed forth in his unscarred mail
 To seek in all climes for the Holy Grail."

8 3. (a) Suppose your dog is lost, write an advertisement describing him and offering a reward.
 8 (b) Write the letter the finder of the dog sends you. Use fictitious names of persons and places in (a) and (b).

45 4. Write a composition of from twenty to thirty lines on *one* of the following topics:

(a) The character of Rip Van Winkle.
 (b) The Death of Arthur.
 (c) Resources of Alberta.
 (d) A Prairie Fire.
 (e) The tissue of the life to be
 We weave in colors all our own;
 And in the field of destiny
 We reap as we have sown.

 STANDARD V.

GRAMMAR

TIME—TWO HOURS.

EXAMINERS J. C. BUTCHART, B.A.
G. FRED MCNALLY, B.A.*Values.*

“About two hundred yards from the tree, a small brook crossed the road and ran into a *marshy* and *thickly* wooded glen, *known* by the name of *Wiley’s Swamp*. A few rough logs, *laid* side by side, *served* for a bridge over this stream. On that side of the road *where* the brook entered the wood, a group of oaks and chestnuts, *matted thick* with wild grape vines *threw* a *cavernous* gloom over it. *To pass* this bridge was the severest trial. *It was* at this identical spot that the unfortunate Andre was captured and *under* the covet of those chestnuts and vines were the sturdy yeomen concealed *who* surprised him.”

10 1. Classify the sentences in the above extract according to form.

6 2. Select, classify and state the relation of the subordinate clauses in the above extract.

19 3. Select, classify and state the relation of the phrases in the above extract.

15 4. Parse the italicized words in the above extract.

6 5. (a) Write the plural forms of: motto, roof, penny, radius, index, formula.
 (b) Write the comparative and superlative forms of: bad, far, thoughtful, ill, gently, rapid.
 (c) Write the masculine or feminine of: lad, deacon, nun, author, priest, widow.

5 6. (a) What are the principal parts of a verb? why are they so called?
 (b) What are the principal parts of: begin, bid, swim, swing, sow, strew, chide, wring, fling, throng.

10 7. Define: phrase, clause, voice, declension, inflection.
 Distinguish the Subjunctive and Indicative Moods as to use and form. Give two examples of the use of each form.

STANDARD V.

ARITHMETIC.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS WALTER SCOTT, B.A.
P. H. THIBAudeau, B.A.

Values.

10 **1.** Simplify:

$$\frac{.0004 \times .00651 \times .03}{.0008 \times 3.1}$$

20 **2.** A farmer fenced a section of land, placing the posts, which cost 5c each, 2 rods apart and making the fence 4 wires high. A rod of the wire used weighed $1\frac{1}{4}$ lbs. and a pound cost $6\frac{1}{2}$ c. If the work cost \$35, find the total cost of the fence.

15 **3.** I mix 3 lbs. of tea, worth 40c a lb., with 5 lbs. of tea worth 48c a lb. At what price per lb. should I sell the mixture so as to make a clear gain of 8%?

20 **4.** Find the cost of carpeting a room 20 ft. long, 17 ft. 6 in. wide, with carpet 2 ft. wide, at \$1.50 a yard, the carpet running lengthwise.

20 **5.** A man insured a house worth \$3,200 for $\frac{3}{8}$ of its value, at $1\frac{3}{4}\%$ premium. After paying three premiums the house was destroyed; find the total loss to the company.

20 **6.** A man paid \$4,500 for a house. At how much per month must he rent it so as to make 10% per year on the capital invested and expenses which were: insurance $1\frac{1}{2}\%$ on 3-5 of the value, taxes 19 mills on the dollar on $\frac{2}{3}$ of the value, and repairs \$52.50.

20 **7.** I shipped my agent 6,000 bushels of wheat which he sold at 85c per bushel, and deducted 3% commission for selling it. He invested the net proceeds, less a commission of 2% calculated on the amount invested, in real estate. Find his total commission.

15 **8.** The average of seven numbers is 26.98. The average of the first two is 34.5 and of the next three 19.3. Find the average of the remaining two.

10 **9.** A pile of four-foot wood is 6 ft. high and 128 ft. long. Find its value at \$3.25 per cord.

STANDARD V.

GEOGRAPHY.

TIME—TWO HOURS.

EXAMINERS { W. H. THOMPSON, B.A.
J. W. BROWN, B.A.*Values*

25 **1.** Draw an outline map of Canada.
Mark and name thereon—(i) the provinces and territories; (ii) the six leading ocean ports; (iii) the four greatest inland industrial cities; (iv) a transcontinental commercial route; (v) the forest regions.

10 **2.** Give an account of the natural resources of Alberta.

12 **3.** Compare South America and Africa as to—(a) structure; (b) drainage.

4 **4.** Account for the greater traffic on the Atlantic than on the Pacific.

12 **5.** Name the great sources of the world's supply of—wheat, silk, cotton, petroleum, rubber, ivory.

10 **6.** Name Britain's possessions in the Eastern Hemisphere and indicate the importance of each to the Empire.

12 **7.** Locate and tell something of importance about each of the following:—Pretoria, Odessa, Clyde, St. Helena, Melbourne, Kansas City, Cobalt, Lyons.

15 **8.** Give an account of any one of the Yellow Peoples under the following heads:—(a) Territory occupied; (b) modes of transportation and travel; (c) industrial advancement; (d) home life.

STANDARD VI.

ENGLISH LITERATURE.

TIME—THREE HOURS.

EXAMINERS { J. C. BUTCHART, B.A.
G. FRED MCNALLY, B.A.*Values.*

4 **1.** (a) Explain how the poem "The Ancient Mariner" came to be written.
(b) From what source did Coleridge get his material?

3 **2.** (a) What is the metre of this poem?
(b) Scan any stanza you may remember.
(c) Name two other poems of the same metre.

Values.

6 3. What is the underlying teaching of the poem as a whole?
10 Show in detail how the poet works this out.

4 4. (a) Describe the approach of the "Phantom Ship."
4 (b) How did the manner of approach affect the beholders?
4 (c) What purpose is served by its introduction?

4 5. Explain the connection of the following stanzas in the poem
9 and write out a clear interpretation of them.

The moving Moon went up the sky,
And nowhere did abide;
Softly she was going up,
And a star or two beside.

Her beams bemocked the sultry main,
Like April hoar-frost spread;
But where the ship's huge shadow lay,
The charmed water burnt alway
A still and awful red.

Beyond the shadow of the ship,
I watched the water-snakes:
They moved in tracks of shining white,
And when they reared, the elfish light,
Fell off in hoary flakes.

2 6. What is a "Sonnet?" Quote one of Wordsworth's and use it
6 to illustrate your answer.
12 State briefly the central thought of any six of the prescribed
sonnets.

8 7. Name the four of Wordsworth's poems which best reveal him
as a lover and close observer of Nature.
6 Give a careful synopsis of the thought of the longest of these.

3 8. Indicate the poem from which each of the selections is taken
and write an interpretation of the following passages—
3 (a) Add the gleam
The light that never was on sea or land
The consecration and the poet's dream.
3 (b) Hail Ancient Mariners! sure defence
Where they survive, of wholesome laws;
3 (c) Thy function apostolical
In peace fulfilling.
3 (d) Thy soul was like a Star, and dwelt apart:
Thou hadst a voice whose sound was like the sea:
3 (e) We for the year to come may take
Our temper from today.
3 (f) Thou in this place wilt see
A work which is not here: a covenant
'Twill be between us.

11 9. Write half a page sketching the appearance and character of
Michael.

Values.

15 **10.** Quote any of the following:—
 (a) The Cuckoo.
 (b) The Green Linnet (3 consecutive stanzas).
 (c) There is a comfort in the strength of love (19 lines).
 (d) She was a Phantom of Delight.
 (e) Stern Daughter of the Voice of God. (3 stanzas).

10 **11.** Mention the various ways in which Nature proposed to influence the maid in "Three Years She Grew."

150

STANDARD VI.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS

| | |
|---|-----------------------|
| { | J. W. BROWN, B.A. |
| | JAS. C. MILLER, B.Sc. |

NOTE.—The candidate will write on *one* of the themes in "A", and *one* in "B." The test will be based not so much upon the candidate's knowledge of the subject as upon his ability to express his thoughts in good English. Work palpably defective in spelling, writing, punctuation or paragraphing will not be accepted.

A

Values.

35 **1.** Enoch Arden when old.
2. Personal Appearance and Character of Ichabod Crane.
3. Scrooge's Meeting with the Last of the Spirits.
4. Life and Scenery of the Borders During the Middle Ages.
 (Lay of the Last Minstrel.)
5. Good May Come out of Evil Intended. (Lay of the Last Minstrel.)

B

40 **1.** Commerce as a Factor in Uniting Mankind.
2. The Value of the Habit of Reading.
3. An Early Morning Walk in Summer.
4. "Her dauntless army scattered, and so small,
 Her island myriads fed from alien lands,—
 The fleet of England is her all in all."

STANDARD VI.

BRITISH AND CANADIAN HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { C. H. RUSSELL, B.A.
W. H. THOMPSON, B.A.

Values.

10 1. Discuss the effects produced in England by the Norman Conquest.

11 2. Give the causes of (a) The Revival of Learning in the sixteenth century. (b) The absolute character of the monarchy in Tudor times.

5 3. What were the most important points in dispute between the Stuart sovereign and Parliament?
8 Indicate the chief events of the struggle up to 1688.

12 4. Write notes on:—(a) The rise of party government; (b) The Methodist Revival; (c) The Chartist.

10 5. Give an account of the most important discoveries and inventions of the nineteenth century and discuss briefly their general effects on the English people.

10 6. Compare the progress made by the English and French colonies in America prior to 1759.

4 7. What is meant by Responsible Government?
8 Trace the events leading up to its establishment in Canada.

12 8. Name the various treaties that fixed the boundaries of Canada and give the most important terms of each.

10 9. Give a brief sketch of the history of the Hudson's Bay Company in Canada.

STANDARD VI.

GEOGRAPHY.

TIME—TWO HOURS.

EXAMINERS { W. H. THOMPSON, B.A.
J. W. BROWN, B.A.*Values*

18 1. Compare the British Isles and Japan under the following heads:—(i) Position; (ii) size; (iii) climate; (iv) resources.

16 2. (a) Describe the physical features of Canada between the Rocky Mountains and the Great Lakes and Hudson Bay
(b) Give the resources of this region.

Values.

16 3. (a) Draw an outline map of the Commonwealth of Australia and New Zealand.
Mark and name thereon—(i) the chief range of mountains and largest river system of Australia; (ii) the desert region; (iii) the tropic of Capricorn; (iv) Wellington, Melbourne, Sydney, Auckland, Hobart, Adelaide.
(b) Account for the desert in Australia.

8 4. Compare India and Egypt as to (i) products, (ii) exports.

10 5. Enumerate the agents of erosion. Give a concise account, with examples, of each.

12 6. Name and describe the movements of the earth.
Point out and explain their effects on (i) the distribution of light and heat; (ii) the circulation of the atmosphere; (iii) the tides.

12 7. (a) Discuss sedimentary rocks under the following heads:—
(i) Origin and stratification; (ii) their three subdivisions; (iii) their story.
(b) From what subdivision is the coal of Alberta obtained?

8 8. Explain or account for—sunset colors, chinook wind, hoar frost, atoll, the irregular direction of isotherms, metamorphic rock, prevailing westerlies, rise of temperature during snowfall.

STANDARD VI.

ARITHMETIC AND MENSURATION.

TIME—THREE HOURS.

EXAMINERS { H. R. PARKER, B.A.
 { WALTER SCOTT, B.A.

Values.

Values.

16 4. The duty on surgical instruments is 20%, and on surgical instrument cases 35%. The duty paid on a case and instruments, invoiced at \$30 was \$7.50; find the invoice price of the instruments alone.

17 5. Three horses start from the same point, and at the same time, upon a race-course 300 rods in circuit; the first horse passes over $\frac{1}{2}$ the circuit, the second $\frac{2}{3}$, and the third $\frac{1}{3}$ in a minute, in how many minutes will they all be together again, and how far will each have travelled?

17 6. Jones bought a house for \$6000; it is assessed for $\frac{3}{4}$ of its value at $16\frac{1}{2}$ mills on the dollar. The house is insured for $\frac{3}{4}$ of its value at $\frac{1}{2}\%$ premium. Repairs cost \$16.50. For what must he rent his house per month that he may receive 5% on the cost of the house and have a net profit of \$75 per annum besides?

17 7. A merchant sent his agent in Winnipeg 18960 lbs. of wheat which sells at 75 cents a bushel. The agent deducts 2% selling commission, and after retaining a buying commission of 2% and prepaying freight at 41 cents a hundred, invests the proceeds in flour at \$2 a hundred pounds. How many pounds of flour does he send the merchant?

8. A cylindrical water pipe is 7 cm. in internal diameter and 84 mm. in external diameter.

9 (a) How many litres of water, flowing 3.5 k.m. per hour will pass a point in the pipe in 2 hours?

8 (b) Find, in kilograms the weight of 4 metres of the pipe if the metal of which it is composed is 11.35 times as heavy as water.

17 9. The masters of a school were .0416 of its whole number but 40 new boys arrived and the masters were then .0375 of the whole number. How many boys and masters were in the school at first?

STANDARD VI.

ALGEBRA.

TIME—THREE HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{J. A. SMITH, B.A.} \\ \text{J. A. FIFE, B.A.} \end{array} \right.$ *Values*

8 1. (a) A man bought m acres of land at $2a$ dollars an acre and n acres at $2b$ dollars an acre. He sold all at $(a+b)$ dollars an acre. Show that his gain is $\frac{n-m}{n+m}$ of the selling price.

Values.

4 (b) x is the product of three consecutive numbers of which the greatest is m . Express this fact by an equation.

2. Factor each of the following expressions:—

5 (1) $\frac{x^6}{8} - 8y^6$

5 (2) $x^4 + x^2 + 1$

6 (3) $4(ab+cd)^2 - (a^2+b^2-c^2-d^2)^2$

4 (4) $ab-b^2-a+b$

7 3. Divide by factoring: $b(x^3-a^3)+ax(x^2-a^2)+a^3(x-a)$ by $(a+b)(x-a)$

9 4. Solve.

$x+2y+3z=14$
 $4x-y+2z=8$
 $3x-2y-z=4$

4 5. (a) $x^3+y^3+z^3-3xyz=(x+y+z)(x^2+y^2+z^2-xy-yz-xz)$
 State this relation in words.

5 (b) Using relation (a), write out the factors of $a^3+8b^3+27c^3-18abc$

7 6. (a) Find H.C.F. of $x^2-2x-15$ and $x^8+x^2-14x-24$
 (b) Find L.C.M. of x^3-a^3 , x^3+a^3 , and $x^4+a^2x^2+a^4$

9 7. Simplify:

(1)
$$\frac{x^2+xy+y^2+\frac{x^3+y^3}{x-y}}{x-\frac{(x^2+2y)^2}{x^2-y^2}-4}$$

9 (2)
$$\frac{\frac{a^2+b^2}{b}-a}{\frac{a^2-b^2}{a}} \times \frac{\frac{1}{b}-\frac{1}{a}}{a^3+b^3}$$

5 8. (a) Construct the quadratic equation whose roots are 5 and $\frac{1}{4}$.
 (b) Solve: $5x^2+11x-12=0$.

13 9. A man walks 35 miles, part at the rate of 4 miles an hour, and part at 5 miles an hour. If he had walked at the rate of 5 miles an hour during the time when he walked at 4 miles an hour and vice versa, he would have covered 2 miles more in the same time. Find the time he was walking.

11 10. A boy bought a certain number of apples at 3 for a penny, and five-sixths of that number at 4 for a penny; by selling the whole at 16 for sixpence he gained $3\frac{1}{2}$ pence. How many apples did he buy?

STANDARD VI.

BOOK-KEEPING.

TIME—TWO HOURS.

EXAMINERS { H. R. PARKER, B.A.
J. C. BUTCHART, B.A.*Values.*

Edmonton, Jan. 3, 1910. A. S. Jones has this day commenced business, investing as follows: Cash in safe, \$2000; John Hull's promissory note, due Jan. 13, 1910, \$400; merchandise, as per invoice No. 1, \$500; his note for \$300 in favor of Harry Hall, due Jan. 6; office fixtures supplied by the Office Supply Co., on account, \$425.

Jan. 4. Deposited in Union Bank \$1800. Received from Jas. Storey Co., Vancouver, Mdse. as per invoice No. 2, \$800. Sold to Hiram Lott on account 2 bbls. apples at \$5 a bbl., 2 boxes bananas at \$7.50 a box, 3 boxes oranges at \$4 a box.

Jan. 5. Accepted the Jas. Storey Co.'s draft, for 10 days, in payment of invoice No. 2 (\$800).

Jan. 6. Paid our note in favor of H. Hall with cheque \$300. Hiram Lott gave his note for 10 days in full of account (\$37).

Jan. 8. Received from the Jas. Storey Co. on account goods as per invoice No. 3, \$400. Cash sales for week \$723. Paid clerk's salary for week with cheque \$20. Paid draying expenses for week with cash \$4. Paid Office Supply Co. on account, cheque \$425.

Jan. 10. Paid Jas. Storey Co., invoice No. 3, draft \$380, and was allowed 5% discount on amount of invoice. Cash sales \$175.

Jan. 11. Sold A. A. Smith for cash, office fixtures, \$400; stock and good will, \$1600.

- 20 **1.** Write A. S. Jones' Journal entries (double entry system).
- 10 **2.** Post to Ledger.
- 10 **3.** Prepare a Trial Balance.
- 10 **4.** Close the Ledger accounts.
- 10 **5.** Prepare a Balance Sheet.
- 5 **6.** (a) Write the invoice given Hiram Lott, Jan. 4th.
 (b) Write the note given by Hiram Lott, Jan. 6th.
 (c) Write A. S. Jones' cheque given Jan. 6th.
- 5 **7.** Define:—Bill Payable, Draft, an Asset, a Liability, Promissory Note.

STANDARD VI.

PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS.

EXAMINERS | J. MORGAN, B.A.
J. F. BOYCE, B.A.*Values.*

4 1. (a) Find the volume of a glass rod whose length is 125.3 cm. and whose diameter is 12.5 mm. (π equals 3 1-7).
 6 (b) Draw a diagram of a Vernier and explain its use in making accurate measurements.

2 2. (a) State the distinguishing characteristics of each of the following:—
 2 (i) Solids.
 2 (ii) Liquid fluids.
 2 (iii) Gaseous fluids.
 6 (b) Compare the molecular conditions of matter in the three states mentioned in (a).

3 3. (a) Describe an experiment, noting observations and conclusions, to illustrate each of the following:—
 4 (i) Elasticity.
 4 (ii) Flexibility.
 4 (iii) Plasticity.
 3 (b) From the results of your experiments distinguish elasticity, flexibility and plasticity.

3 4. (a) Make a drawing of a glass tube about 1 cm. in diameter standing vertically in (i) water, (ii) mercury.
 3 (b) Make similar drawings of a tube with twice the diameter in the same liquids.
 6 (c) Write explanatory notes on the inferences to be drawn from these drawings.

6 5. Draw and explain the working of:—
 6 (i) A common water pump.
 6 (ii) A siphon.

6 6. (a) Draw and describe the construction and working of a mercury barometer.
 2 (b) How may it be used to ascertain the height of a mountain?
 4 (c) Describe an experiment to show that air has an expansive force.
 2 (d) State one use that is made of the expansive force of air.

1 7. (a) Define Specific Gravity.
 (b) How would you find the specific gravity of:—
 4 (i) Some sand.
 4 (ii) A piece of cork.

Values.

4 (c) A body weighs 35 grams in air and 21 grams in water, what will be its apparent weight in alcohol of specific gravity of .8?

4 8. (a) Distinguish Kinetic energy and Potential energy. Illustrate your answer.

4 (b) A body weighing 1 lb. is moving at the rate of 25 feet per second; another body weighing 3 lbs. is moving at the rate of 100 feet per second. Compare the amount of energy possessed by these two.

4 (c) A body weighs 100 lbs. at the equator. If it be transferred to the north pole what change, if any, will take place in (i) its weight, (ii) its mass?

STANDARD VI.

DRAWING.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS JAS. C. MILLER, B.Sc.
P. H. THIBAUDEAU, B.A.

NOTE.—The compasses, ruler and triangle may be used in answering the fourth question but not in answering the other questions.

Values

10 1. Make a finished drawing of some familiar object similar in form to the cylinder.

14 2. Select and make a finished drawing of a group of three type solids. Be especially careful in selecting and arranging the units in the group and in indicating shade and shadow.

10 3. Make a suitable geometric design for a repeat unit in a general design for the floor of a bath-room. Take a surface 4"×4" as the size of the unit.

14 4. Make a working drawing of a simple table. Decide for yourself the dimensions of all parts and indicate said dimensions on the drawing. Draw to scale and indicate scale selected. Be careful to consider proportion and use.

12 5. Illustrate any ONE of the following by a free-hand sketch. Do not attempt much detail.

(a) "His school-house was a low building of one large room, rudely constructed of logs, the windows partly glazed and partly patched with leaves of old copy-books. The school-house stood in a rather lonely but pleasant situation, just at the foot of a woody hill, with a brook running close by and a formidable birch tree growing at one end of it." —Legend of Sleepy Hollow.

(b) "On either side the river lie
 Long fields of barley and of rye,
 That clothe the wold and meet the sky;
 And thro' the field the road runs by
 To many-towered Camelot."

—The Lady of Shalott.

(c) "Four gray walls, and four gray towers,
 Overlook a space of flowers,
 And the silent isle embowers
 The Lady of Shalott."

—The Lady of Shalott.

STANDARD VI.

BOTANY AND AGRICULTURE.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS { E. L. HILL, B.A.
 JAS. C. MILLER, B. SC.

Values.

4. 1. Of what uses are leaves to plants?
 6 Show how they are adapted in form, arrangement and structure to perform their functions.

10 2. Discuss cross-pollination under the following heads:—
 (a) Methods; (b) provisions made by nature to prevent self-fertilization; (c) results.

4 3. (a) How would you recognize a plant as belonging to the Cruciferae?
 6 (b) Name six weeds belonging to this order, and describe how you would eradicate any *one* of them.

10 4. Describe, with examples, various methods of dispersal of seed plants.

8 5. Describe the ways in which plants protect themselves from animals. Refer to common Alberta plants for illustration.

2 6. (a) What are the principal kinds of soils?
 2 (b) State the origin of each kind.
 4 (c) Describe how mineral food gets into the plant.
 4 (d) What special precautions should the farmer take to avoid having his crops suffer from drouth?

10 7. Write explanatory notes on:—Grafting, fungicide, ferments, rotation of crops, parasites.

6 8. (a) Describe a cut-worm and its life-history.
 4 (b) In what ways does nature keep insects in check?

Values.

10 9. "The farmer's business depends for its success upon a true estimate of and a careful regard for the inter-relation of things in nature." Illustrate the truth of this statement by reference to the relation of trees to farm crops.

4 10. (a) Give an account of the composition of milk.
 4 (b) State the use of its constituents.
 2 (c) Describe how you would proceed to prepare a sample of each constituent from a given quantity of fresh milk.

STANDARD VII.

ENGLISH LITERATURE

TIME—THREE HOURS.

EXAMINERS { G. FRED McNALLY, B.A.
 J. E. LOUCKS, B.A.*Values*

2 1. (a) When was the play *A Midsummer Night's Dream* first published?
 4 (b) Give evidence both internal and external as to the date of its composition.
 3 (c) What are the sources of the story?

11 2. "A *unity of feeling* most remarkably pervades and regulates the entire structure of this play." Drake. Show by particular reference to the play that this is true.

11 3. Which is the most decidedly humorous scene in the play? Describe it as minutely as you can, using the poet's language where possible.

14 4. Explain carefully the words in italics—
 (a) "Some war with *rere-mice*."
 (b) "And sometimes labor in *the quern*."
 (c) "The cowslips tall her *pensioners* be."
 (d) "A crew of *patches*, rude mechanicals."
 (e) "Is *passing* fell and wrath."
 (f) "And sometimes lurk I in a *gossip's bowl*."
 (g) "You draw me, you *hard-hearted adamant*."

12 5. "And those things do best please me
 That befall preposterously." Show by tracing his role throughout the play that Puck's characterization of himself in these lines is apt.

15 6. Name the speaker, give an interpretation of the thought and place exactly in the play—
 (a) By'r lakin, a parlous fear.
 (b) The lunatic, the lover and the poet
 Are of imagination all compact."

Values.

(c) In maiden meditation, fancy free.
 (d) For in all the play
 There is not one word apt, one player fitted.
 (e) Shall we their fond pageant see?
 Lord, what fools these mortals be!

12 7. Quote two passages of twelve lines each, one from Shakespeare and one from Tennyson. Any of following may be chosen—

“The King doth keep his revels here tonight.”
 “I know a bank whereon the wild thyme blows.”
 “I was with Hercules and Cadmus once.”
 “A people’s voice! we are a people yet.”
 “Sweet and low.”
 “Dear is the memory of our wedded lives.”

10 8. (a) Comment on the metrical forms of Tennyson, referring especially to The Lotus-Eaters,—Of old Sat Freedom,—Home they brought her warrior dead, The Brook,—Ode to Memory.
 5 (b) Scan the first five lines of your quotation from Shakespeare in question seven.

10 9. Write an estimate of not less than half a page of the character of Enoch Arden as set forth in Tennyson’s poem.

3 10. (a) What is the form of the poem Ulysses?
 4 (b) What views of life are put forward by the speaker?
 4 (c) Compare the spirit of this poem with that of the Lotus-Eaters.

8 11. Give the dominant thought, in the words of the poet, if possible, if not, in your own, of the songs,—
 “Break, Break, Break.”
 “The splendour falls.”
 “Home they brought her warrior dead.”
 “As thro’ the land at eve we went.”

12. “Two voices are there: one is of the sea
 One of the mountains
 They were Thy chosen music, Liberty.”
 4 Tennyson gives expressions to this sentiment in four of his poems. Name these poems.
 6 Give in your own words the substance of what he says.

13. “Who is he that cometh, like an honour’d guest,
 With banner and with music, with soldier and with priest,
 With a nation weeping, and breaking on my rest?”

Values.

3 Who is the speaker?
 9 Give in detail the substance of the people's reply.

150

STANDARD VII.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS $\begin{cases} \text{C. H. RUSSELL, B.A.} \\ \text{J. W. BROWN, B.A.} \end{cases}$

NOTE.—The candidate will write on ONE of the themes in "A" and on ONE in "B". The test will be based not so much upon the candidate's knowledge of the subject matter as upon his ability to express his thoughts in good English. Work palpably defective in spelling, writing, punctuation or paragraphing will not be accepted.

A.

1. The Spectator's visit to Sir Roger de Coverly at his country-house.
2. Richard I. (The Talisman).
3. The Trial by Combat at the Diamond of the Desert. (The Talisman).

B.

1. The Canadian naval question.
2. Athletics.
3. "Ill fares the land to hastening ills a prey,
 Where wealth accumulates, and men decay:
 Princes and lords may flourish or may fade;
 A breath can make them as a breath has made:
 But a bold peasantry, their country's pride,
 When once destroyed, can never be supplied."

STANDARD VII.

HISTORY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS $\begin{cases} \text{D. A. MCKERRICHER, B.A.} \\ \text{C. H. RUSSELL, B.A.} \end{cases}$

Values

10 1. (a) Distinguish between a federal and a legislative union.
 Give several examples of each.
 (b) Mention merits and defects of each system.

Values.

18 **2.** Write brief explanatory and historical notes on:

- (a) Cabinet.
- (b) Privy Council.
- (c) Budget.
- (d) "The King can do no wrong."
- (e) Order-in-Council.
- (f) Judicial Committee of Privy Council.

7 **3.** Briefly describe the judicial system of Alberta.

13 **4.** (a) Sketch the rise, extension and decline of the Macedonian supremacy.
(b) Note the results of the conquests of Alexander.

12 **5.** Write brief notes on:

- (a) The Trojan war.
- (b) The Olympian games.
- (c) The Battle of Leuctra.
- (d) The Confederacy of Delos.

10 **6.** "In the last century of the republic Rome had become a commonwealth of millionaires and beggars."
Enlarge on the above statement and account for this condition.

10 **7.** Sketch the career of Julius Caesar.

10 **8.** Define feudalism as a social system and discuss the system under the following heads: development, causes of decay, beneficial effects.

10 **9.** (a) Account for the rise and decline of the Mediterranean cities as commercial centres in mediaeval times.
(b) Write briefly on the Hanseatic League showing the purpose of its organization and the causes of its dissolution.

STANDARD VII.

ARITHMETIC AND MENSURATION.

TIME—THREE HOURS.

EXAMINERS WALTER SCOTT, B.A.
H. R. PARKER, B.A.*Values.*

15 **1.** A person bought a house for \$3000.00. He insured it at $1\frac{1}{4}\%$ for 4-5 of its value, paid \$1.25 per month water rates, and taxes at the rate of 19 mills on the dollar on an assessment of 5-6 of its value. If the property depreciated in value 5% during the year, what rate of interest did the owner make on his money supposing he received \$35.00 per month rental.

Values.

14 **2.** A man insures his house so that in case of loss he may recover the value of the house and the premium of insurance at $1\frac{1}{4}\%$. The house is destroyed by fire and $3-5$ of the claim is allowed. He finds that he receives \$1550.00 less than the value of the house. Find the value and the premium.

13 **3.** A bankrupt had goods worth \$9750 which, if sold at their full value, would give his creditors $81\frac{1}{4}$ per cent. of their claims. But $3-5$ of them sold at $17\frac{1}{2}$ per cent. below their value and the remainder at $23\frac{3}{4}$ per cent. below their value. How many cents on the dollar did his creditors realize?

15 **4.** A man invests \$40,000 in a certain stock at $79\frac{3}{4}$ which pays a dividend of $5\frac{1}{2}\%$; and \$60,000 in another stock which sells at $119\frac{3}{4}$ and which pays dividends at the rate of $7\frac{1}{2}\%$. What is his total income if the brokerage in each case is $\frac{1}{4}\%$?

14 **5.** An agent received a consignment of lumber which he sold, charging a commission of 3 per cent. With the net proceeds he purchased wheat at 80c per bushel charging 2% commission for buying. If he bought 9700 bushels of wheat, find the selling price of the lumber.

13 **6.** The longitude of Tokio is 140° east, that of New York 74° west. What is the time at Tokio, when it is 5.10 p. m. on Oct. 7th in New York?

14 **7.** A military tent is 9 feet high; its shape is that of a cone standing on a cylinder whose diameter is 12 feet and height 3 feet. Find the cost of the canvas 27 inches wide at 15c a yard, allowing 3 yards for seams and waste.

14 **8.** A rectangular field whose width is $\frac{3}{4}$ of its length, contains 15 acres 123 square rods. In going from one corner to the opposite, how much shorter is it to take the diagonal than to go around the two sides?

13 **9.** The base of a prism, of height 125 inches, is a parallelogram with a diagonal 104 inches and two sides 45 inches and 85 inches. Find the volume.

STANDARD VII.

GEOMETRY.

TIME—THREE HOURS.

EXAMINERS
$$\begin{cases} \text{J. A. FIFE, B.A.} \\ \text{J. A. SMITH, B.A.} \end{cases}$$

Values.

4 1. (a) Name and define the two parts of which the enunciation of every theorem consists:
 4 (b) Illustrate the definitions which you give in (a) by reference to the enunciation of Prop. 4 Book I.
 4 (c) Explain "Indirect Method of Proof" and illustrate it fully by reference to a proposition in Book I.

8 2. (a) Any two sides of a triangle are together greater than the third side. 20—I.
 6 (b) The sum of the distances of any point from the three angular points of a triangle is greater than half the perimeter of the triangle.

10 3. If a straight line meet two parallel straight lines, it makes (1) alternate angles equal to one another, (2) the exterior angle equal to the interior and opposite angle on the same side, (3) the two interior angles on the same side together equal to two right angles. 29—I.

7 4. The straight lines drawn from any point in the bisector of an angle parallel to the arms of the angle and terminated by them, are equal and the resulting figure is a rhombus.

6 5. The straight line drawn through the middle point of one side of a triangle, parallel to the base of the triangle, bisects the other side of the triangle and is equal to half the base.

8 6. (a) If a straight line be divided into two equal and also into two unequal parts, the rectangle contained by the unequal parts together with the square on the line between the points of section, is equal to the square on half the line. 5—II.
 2 (b) Give the algebraic formula for the theorem in (a).

6 7. The rectangle contained by the sum and difference of any two straight lines is equal to the difference of the squares on the two straight lines.

9 8. To divide a given straight line into two parts so that the rectangle contained by the whole line and one part may be equal to the square on the other part. 11—II.

6 9. Divide a given straight line externally in medial section.

Values.

8 **10.** If any two points be taken in the circumference of a circle the straight line which joins them shall fall within the circle. 2—III.

6 **11.** Through a given point within a circle draw a chord which shall be bisected at that point.

9 **12.** To draw a tangent to a circle from a given point. 17—III.

6 **13.** From a point T, outside a circle, two tangents are drawn touching the circle at points A and B. Prove that the straight line joining A and B is bisected at right angles by the straight line joining the point T with the centre of the circle.

8 **14.** The angles in the same segment of a circle are equal to one another. 21—III.

8 **15.** If from any point without a circle two straight lines be drawn, one of which cuts the circle and the other touches it; the rectangle contained by the whole line which cuts the circle and the part of it without the circle shall be equal to the square on the line which touches it. 36—III.

STANDARD VII.

ANIMAL LIFE.

TIME—TWO HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{J. F. BOYCE, B.A.} \\ \text{E. L. HILL, B.A.} \end{array} \right.$ *Values.*

7 **1.** (a) Give a concise description of a primitive animal cell.
 7 (b) Compare the main life processes of a typical unicellular organism with those of a higher animal.

2. "The subject of 'protective resemblance and mimicry' is only one, though one of the most interesting, branches or subordinate subjects of the general theory of the uses of color."

5 (a) Write a general note on the *other* uses of color.
 9 (b) Describe clearly one good example of each of the following :—
 (i) Alluring coloration,
 (ii) Warning colors,
 (iii) Special protective resemblance.

3. "There is in *Hydra* a manifest differentiation of the cells into various kinds of cells. The beginnings of distinct tissues and organs are foreshadowed."

Values.

8 (a) Describe the form and structure of *Hydra* indicating in particular its various kinds of cells.

6 (b) By comparing *Hydra* with a more highly developed animal show that the differentiation of cells in the former foreshadows in the latter (i) distinct tissues and organs, (ii) Specialization of organs and definiteness of function.

9 4. (a) By referring to type forms, in general terms trace the steps in complexity from a simple animal cell to the *Sponge*.

4 (b) What references regarding the development and function of animal forms may be drawn from 3 (b) and 4 (a)?

4 5. (a) Discuss the importance of instinct in the care of the young.

10 (b) Account for (i) the nest-building habit and the care of the young of birds, (ii) the seeming carelessness of many of the lower animals for their eggs and young.

3 6. (a) State the laws governing the geographical distribution of animals.

12 (b) Give an account of the influence of mountain ranges, oceans and climate on the geographical distribution of animals.

16 7. Write concise notes on any *four* of the following:—

- (a) The advantages of communal life.
- (b) The distinction between an organism and an organic substance.
- (c) Adjustment to surroundings as (i) a result of natural selection, (ii) the origin of adaptation.
- (d) The instinct of migration.
- (e) The sense of touch.
- (f) Vestigial organs.

STANDARD VII.

ENGLISH GRAMMAR AND RHETORIC.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { H. R. PARKER, B.A.
J. C. BUTCHART, B.A.

“But *what* if he, our conqueror, whom I now
Of force believe *almighty*, since no *less*
Than *such* could have o'erpowered such force
as ours,
Have left *us* this our spirit and strength *entire*
Strongly to suffer and support our pains,
That we may so suffice his vengeful ire,
Or do him mightier service as his thralls

Values.

By right of war, *whate'er* his business be;
 Here in the heart of hell *to work* in fire,
 Or do his errands in the gloomy deep?
 What can it *then* avail, though yet we feel
 Strength undiminished, or eternal *being*
 To undergo eternal punishment."—Milton.

10 1. (a) Give a general analysis of this extract.
 12 (b) Select and state the kinds and relations of the subordinate clauses.

15 2. Parse the italicized words in the above extract.

10 3. Parse the italicized words in the following:
 (a) They made *him cry*.
 (b) I saw him *struck* down by the assassin.
 (c) *Assuming* this to be true, what will follow?
 (d) They came *from* over the sea.

7 4. (a) Show, by illustration, seven constructions of the noun clause.
 8 (b) Give double plurals for each of the following nouns, and state the meaning of each plural:—index, genius, formula, cherub.

"The halcyon period of our autumn will always in some way be associated with the Indian. It is red and yellow and dusky like him. The smoke of his camp fire seems again in the air. The memory of him pervades the woods. His plumes and moccasins and blanket of skins form just the costume the season demands. It was doubtless his chosen period. The gods smile upon him then, if ever. The time of the chase, the season of the buck and the doe, and of the ripening of all forest fruits; the time when all men are incipient hunters, when the first frosts have given pungency to the air, when to be abroad on the hills or in the woods is a delight both the old and young feel,—if the red aborigine ever had his summer of fullness and contentment, it must have been at this season, and it fitly bears his name." John Burroughs.

5 5. (a) State the theme of this extract.
 5 (b) Give the relation of each sentence to the theme.
 7 (c) By what means is the bare exposition here enriched?
 5 (d) Characterize the style.
 6 (e) Describe the diction.

10 6. Rewrite the following so that the ambiguity is removed:
 (a) Common-sense, Mr. Chairman, is what I want.
 (b) Out of knowledge comes wisdom, we should therefore pursue it *diligently*.
 (c) Old English poetry was very different from what it now is.
 (d) He wished for nothing more than a dictionary.
 (e) We have discovered certain indications of the presence of Indians.

STANDARD VII.

PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS.

EXAMINERS { J. MORGAN, B.A.
 { J. F. BOYCE, B.A.*Values.*

3 **1.** (a) Define energy.
 9 (b) Describe an experiment showing that molecular energy can be transformed into mechanical energy; also an experiment showing that mechanical energy may be transformed into molecular energy.

5 **2.** (a) Denoting the intensity of sound at a distance of 20 feet from a sounding body by x , what would be the intensity of the same sound at a distance of 50 feet from the sounding body? Explain the variation in intensity.
 3 (b) Why does a violinist change the position of his fingers on the strings of his instrument?
 4 (c) Write a short note on the principle of resonance.

6 **3.** (a) A litre of hydrogen weighs .09 grammes at 0°C . and 760 mm. pressure. Find the weight of a cubic metre of hydrogen at 20°C and 780 mm. pressure.
 4 (b) State laws involved in the above solution.

6 **4.** (a) The velocity of a particle at a certain instant is 20 feet per second. Its acceleration is 3 feet per second per second. What will its velocity be in ten seconds?
 3 (b) Distinguish clearly between velocity and acceleration.

5 **5.** (a) Light falls on the side of a white house, on the green window case, on the black window sash and on the window glass.
 8 What becomes of the light in each case?
 4 (b) How will the temperature of the four surfaces in (a) vary when light has been allowed to fall on them for a short time?

15 **6.** Make a simple drawing of an apparatus showing the principle of the electric telegraph. Explain fully the action of each part.

9 **7.** (a) Describe the siphon and explain clearly the principle on which its action depends.
 6 (b) How deep a vessel of alcohol (specific gravity = .8) can be emptied by a siphon when the barometer stands at 30 in.; the specific gravity of mercury being 13.6?

5 **8.** (a) Define what is meant by Specific Heat.
 8 (b) Explain how you would find the specific heat of silver.

Values.

9 **9.** (a) Explain by means of a drawing, the principle of the simple microscope showing the real and apparent paths of the rays of light from an object.
 6 (b) What is meant (i) focus of a lens, (ii) focal length of a lens, (iii) Virtual image.

8 **10.** (a) Describe the construction of a thermometer.
 4 (b) What reading on a Fahrenheit thermometer corresponds to -10°C .

STANDARD VII.

ALGEBRA.

TIME—THREE HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{J. A. SMITH, B.A.} \\ \text{J. A. FIFE, B.A.} \end{array} \right.$ *Values.*

7 **1.** (a) Prove that the product of two algebraic expressions is equal to the product of their H.C.F. and L.C.M.
 6 (b) For what values of x will x^3+2x^2+9 and $x^3-4x+15$ both vanish?

6 **2.** (a) Distinguish clearly between (i) real and imaginary quantities, (ii) rational and irrational quantities.
 5 (b) If x is a real quantity show that x^2-4x+5 can never be less than 1.

8 **3.** (a) Solve the quadratic equation $ax^2+bx+c=0$.
 6 (b) Find in terms of the coefficients—
 (i) the sum of the roots,
 (ii) the product of the roots.
 5 (c) When will the roots be (i) equal, (ii) rational, (iii) reciprocals.

4. Solve:

7 (a) $\frac{x}{x^2+1} + \frac{x^2+1}{x} = \frac{5}{2}$

7 (b) $xy(x-y)=12$
 $x^3-y^3=63$

6 (c) $\frac{1}{x} - \frac{1}{y} = 3$

$$\frac{1}{x^2} - \frac{1}{y^2} = 21$$

Values.

5. Resolve into factors:

4 (a) $x^4 - 7x^2y^2 + y^4$
 5 (b) $8x^3 + y^3 - 27z^3 + 18xyz$
 4 (c) $10x^2 - 9xy - 36y^2 - 11x + 81y - 35$

4 6. (a) Simplify (i) $a^{\frac{1}{2}}y^{\frac{1}{3}} \times \left(\frac{y^{\frac{1}{4}}}{x^{\frac{1}{2}}}\right)^2 \div \frac{y^{-\frac{1}{4}}}{x^{\frac{1}{4}}}$
 6 (b) Solve (ii) $\frac{1}{(2-\sqrt{3})^2} + \frac{1}{(2+\sqrt{3})^2}$

6 7. (a) Find the square root of $a + \sqrt{b}$
 6 (b) Simplify $3\sqrt{5} - \sqrt{2} + \sqrt{(\gamma + 2\sqrt{10})}$

11 8. A man walks one mile an hour faster than a boy, and the boy takes an hour longer than the man in walking $15\frac{3}{4}$ miles. At what rate does each walk?

11 9. A merchant expended a sum of money in goods, which he sold for \$56, and thereby gained a per cent. equal to the number of dollars which the goods cost him. How much did they cost him?

STANDARD VII.

CHEMISTRY.

TIME—TWO AND ONE-HALF HOURS.

EXAMINERS { E. L. HILL, B.A.
J. MORGAN, B.A.

Values.

8 1. (a) Describe, with diagram, a method of preparing *dry* hydrogen.
 4 (b) Make a list of its properties.

3 2. (a) How does the weight of the products of a reaction compare with the weight of materials reacting?
 9 (b) State the law based on this, and give an example of its application.

9 3. (a) The formula-weight of a gas is known to be 100 grams. What will be the weight of 1.52 litres of the gas at 47 degrees centigrade and 840 mm. barometer?
 5 (b) What is the density of the gas, taking air as the standard?

4 4. (a) What is meant by saying that ozone is an allotropic form of oxygen?
 5 (b) Describe the properties of ozone.
 3 (c) Give other instances of allotropism.

Values.

14 5. (a) Describe the preparation, properties and uses of sulphur dioxide.

13 6. Discuss the importance of carbon dioxide in nature, and its application for useful purposes.

12 7. Write notes on :—
Catalyser, reacting weight, chemical equation, temperature of ignition, reversible reaction, sublimation.

6 8. (a) In what respects does a gaseous solution resemble a liquid solution?
(b) In what respects does it differ?
(c) Give examples of solid solution.

12 9. Give tests for presence of :—
(a) Sulphuric acid in vinegar;
(b) Common salt in baking soda;
(c) Charcoal in manganese dioxide.

12 10. Describe and account for the phenomena observable when :—
(a) A paper wet with hydrochloric acid is brought near an open bottle containing ammonia;
(b) A silver coin is carried in the pocket with matches;
(c) Warm nitric acid is poured on copper.

STANDARD VII.

LATIN AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { D. A. MCKERRICHER, B.A.
{ E. W. COFFIN, PH.D.

Values.

18 1. Translate:
Ad haec cognoscenda, priusquam periculum faceret, idoneum esse arbitratus Gaium Volusenum cum navi longa praemittit. *Huic* mandat, ut exploratis omnibus rebus ad se quam primum revertatur. Ipse cum omnibus *copiis* in Morinos proficiscitur, quod inde erat brevissimus in Britanniam traectus. Huc naves undique ex finitimus regionibus et quam superiore aestate ad Veneticum bellum effecerat classem iubet convenire. Interim consilio eius cognito et per mercatores perlato ad Britannos a pluribus eius *insulae* civitatibus ad eum legati veniunt, qui polliceantur obsides dare atque *imperio* populi Romani obtemperare. Quibus auditis, liberaliter pollicitus hortatusque, ut in ea *sententia* permanerent, eos *domum* remittit et cum iis una Commium, quem ipse Atrebatis superatis regem ibi constituerat, cuius et virtutem et consilium, probabat et quem sibi fidelem arbitrabatur, cuiusque auctoritas in iis regionibus *magni* habebatur. mittit. *Huic* imperat, quas possit adeat civitates hortaturque, ut populi Romani fidem sequantur, seque celeriter eo venturum muntiet.

Values.

4 (a) *Ad haec cognoscenda.* Name this construction and express the thought in as many other ways as you can.

8 (b) Account for the case of each of the italicized words in the extract.

4 (c) Explain the use of the subjunctive mood in *facerat, revertatur, policeantur, possit.*

4 (d) Give the principal parts of *praemittit, revertatur, proficiscitur, dare.*

12 2. Translate:—

Ea, quae sunt usui ad armandas naves, ex Hispania apportari iubet. Ipse conventibus Galliae citerioris peractis in Illyricum proficiscitur, quod a Pirustis finitiman partem provinciae incursionibus vastari audiebat. Eo cum venisset, civitibus milites imperat certumque in locum convenire iubet. Qua re nuntiata Pirustae legatos ad eum mittunt, qui doceant nihil earum rerum publico factum consilio, seseque paratos esse demonstrant omnibus rationibus de iniuriis satisfacere. Percepta oratione eorum Caesar obsides imperat eosque ad certam diem adduci iubet; nisi ita fecerint, sese bello civitatem persecuturum demonstrat. Iis ad diem adductis, ut imperaverat, arbitros inter civitates dat, qui litem aestiment poenamque constituant.

6 (a) Describe briefly, according to Caesar, (i) the customs of the Britons, (ii) their manner of fighting.

12 3. Translate:—

ecce, manus iuvenem interea post terga revinctum
pastores magno ad regem clamore trahebant

Dardanidae, qui se ignotum venientibus ultro, 59

hoc ipsum ut strueret Troiamque aperiret Acliavis,
obtulerat, fidens animi, atque in utrumque paratus,
seu versare dolos, seu certae occumbere morti.

undique visendi studio Troiana iuventus

circumfusa ruit, certanque inludere capto.

accipe nunc Danaum insidias, et crimine ab uno
disce omnes.

namque ut conspectu in medio turbatus inermis
constitit, atque oculis Phrygia agmina circumspexit:
'heu, quae nunc tellus,' inquit, 'quae me aequora possunt 69
accipere? aut quid iam misero mihi denique restat,
cui neque apud Danaos usquam locus, et super ipsi
Dardanidae infensi poenas cum sanguine poscunt?'

4 (a) Parse *ignotum, fidens, inermis, misero.*

5 (b) Identify the following forms: *manus, venientibus, morti, visendi, accipe.*

6 (c) Name the character introduced in this passage. Show the part he plays in the development of the story.

Values.

10 4. Translate:—

primus se, Danaum magna comitante caterva,
 Androgeos offert nobis, socia agmina credens
 inscius, atque ultiro verbis compellat amicis:
 festinate, viri: nam quae tam sera moratur
 segnities? alii rapiunt incensa feruntque
 Pergama: vos celsis nunc primum a navibus itis!
 dixit; et extemplo—neque enim responsa dabantur
 fida satis—sensit medios delapsus in hostes.
 obstipuit, retroque pedem cum voce repressit.
 improvisum aspris veluti qui sentibus anguem
 pressit humi nitens, trepidusque repente refugit
 attollentem iras, et caerulea colla tumentem:
 haud secus Androgeos visu tremefactus abibat.

370

5 (a) Referring for illustration to the simile in the extract
 write a note on Virgil's similes. Compare with the modern
 simile.

380

2 (b) Scan lines 380 and 381

STANDARD VII.

LATIN GRAMMAR, PROSE AND SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS D. A. MCKERRICHER, B.A.
E. W. COFFIN, PH.D.

Values.

8 1. Decline in singular the expressions for: a wretched maiden, a large head; and in plural those for: a long march, a better day.

5 2. (a) State concisely the general and the special rules for the comparison of adjectives, with examples in each case.
 2 (b) Write the comparative and superlative of: *malus*, *multus*, *senex*, *posterus*.

4 3. (a) Decline *ipse* in singular and *is* in plural.
 4 (b) Distinguish between the uses of *is*, *iste*, *hic*, *ipse*, with examples.
 2 (c) Show how *hic* and *ille* may be used in contrast.

4 4. (a) Write, marking quantities of distinguishing vowels, the typical form of the present stems of the four conjugations, and show how the future active is formed in each case.
 10 (b) Write the first person plural, perfect indicative, active and passive of the verbs meaning: to give, to destroy, to rule, to make, to carry.

7 5. Write Latin for: in winter, for a few days, into the same camp, a man of courage, a man of great courage, as soon as possible, at daybreak.

Values.

8 **6.** (a) The soldier said that he had seen the enemy three hours before.
 9 (b) The general, relying on the valor of his men, hoped to be able to seize the enemy's camp.
 6 (c) Ask him why he is unwilling to live at Rome.
 6 (d) This man, after his death will be called the father of his country.
 10 (e) When he heard this, he surrendered to the Roman commander, and gave up all the arms he had with him.

15 **7.** Translate into English:
 ab his castris oppidum Remorum nomine Bibrax aberat millia passuum octo. Id ex itinere magno impetu Belgae oppugnare coeperunt. Aegre eo die sostenatum est. Gallorum eadem at que Belgarum oppugnatio est haec. Ubi, circumjecta multitudine hominum totis moenibus, undique lapides in murum jaci coepti sunt, murusque defensoribus nudatus est, testudine facta portas succedunt murumque subruunt. Quod tum facile fiebat. Nam cum tanta multitudine lapides ac tela conjicerent, in muro consistendi potestas erat nulli. Cum finem oppugnandi nox fecisset, legatus nuntium ad Caesarem mittit: Nisi subsidium sibi submittatur, sese diutius sustinere non posse.

100

STANDARD VII.

FRENCH AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINER: W. A. R. KERR, M.A., PH.D.

1. Translate into English:

Le vase où meurt cette verveine
 D'un coup d'éventail fut fêlé;
 Le coup dut effleurer à peine.
 Aucun bruit ne l'a révélé.

5 Mais la légère meurtrissure,
 Mordant le cristal chaque jour,
 D'une marche invisible et sûre
 En a fait lentement le tour.

Son eau fraîche a fui goutte à goutte
 10 Le suç des fleurs s'est épuisé;
 Personne encore ne s'en doute:
 N'y touchez pas, il est brisé.

(a) What is the plural of *éventail* (1, 2)?
 (b) Who is the author of the foregoing stanzas?
 (c) To what is the breaking of the vase compared in the remainder of the poem?

2. Translate into English:

Ce souvenir m'est revenu bien souvent, depuis que je n' ai plus dix ans, et bien souvent aussi j'ai retrouvé en moi l'enfant à la patte de dindon. Cette impétuosité de désir, cette impatience de tous les obstacles qui me 5 séparaient de la possession désirée, cette folle imprévoyance, cette puissance d'illusion, égale seulement, hélas! à ma puissance de désillusion, tous ces traits de caractère se sont mille fois réveillés que dis-je? Se réveillent encore en moi, dès qu'une passion m'envahit.

10 Oh! on n'étudie pas assez les enfants! On traite leurs sentiments de puérilités! Rien n'est puéril dans l'âme humaine. L'enfant ne meurt jamais tout entier dans l'homme et ce qui est puéril aujourd'hui peut être terrible ou coupable demain. Les passions sont différentes, mais le 15 cœur ou elles poussent est le même, et le meilleur moyen de bien diriger un jeune homme est d'avoir bien observé le garçon de diz ans. Ainsi cette patte de dindon m'a fort servi. Vingt fois dans ma vie, au beau milieu d'une sottise, ce souvenir m'est revenu "Tu seras donc toujours le même?" me disais-je, et je me mettais à rire, ce qui m'arrêtait court. Il n'y a rien de plus utile que de se rire au nez de temps en temps.

(a) *La patte de dindon* (1. 3): Outline briefly the incident referred to.

(b) *dindon* (1. 3): What is the feminine of this word?

(c) *que dis-je* (1. 8): Write out in full the present indicative of this verb.

(d) *mille* (1. 8): Distinguish between *mille* and *mil*.

3. (1) Translate into English:

Bolingbroke: Parente fort éloignée, sans doute . . . mais enfin cousine de la Duchesse de Marlborough, de la 5 surintendente de la reine, qui dans sa sévère impartialité hésite et se demande si elle est d'assez bonne maison pour approcher de sa majesté. Vous comprenez, madame, que pour moi qui suis un écrivain usé et passé de mode, il y aurait dans le récit de cette aventure de quoi me remettre en vogue auprès de mes lecteurs, et que le journal l'Examinateur aurait beau jes dès demain à s'égayer sur la 10 noble duchesse, cousine de la demoiselle de la boutique . . . Mais rassurez-vous, madame, votre amitié est trop nécessaire à votre jeune parente, pour que je veuille la lui faire perdre; et à la condition qu'elle sera aujourd'hui admise par vous dans la maison de sa Majesté, je m'engage sur l'honneur à n' avoir jamais rien su de cette anecdote, quelque piquante qu'elle soit J'attends votre 15 réponse.

(a) *Parente fort éloignée* (1. 1): Who is alluded to?

(b) *veuille* (1, 12; *soit* 1. 16); Explain the subjunctives.

(c) *duchesse* (1. 2): What is the masculine form of this word?

(2) Translate into English:

(Le Marquis de Torcy, qui a remis son chapeau à un des gens de sa suite, présente sa main à la reine qu'il conduit à table du tri et s'assied entre elle et lady Albemarle— La duchesse, toujours observant, s'éloigne de la table avec 5 humeur et passe due côté gauche.

10 Bolingbroke (près d'elle et à voix basse). C'est trop généreux, duchesse Vous faites trop bien les choses le marquis admis au jeu de la reine, le marquis faisant la partie de Sa Majesté, c'est plus que ne demandais. . . .

15 La Duchesse (avec dépit). Et plus que je n' aurais voulu. . . .

Bolingbroke. Ce qui ne m'empêche pas de vous en savoir le même gré! d'autant qu' il est homme à profiter de cette faveur . . . il la de l'esprit . . . et tenez, il a l'air de causer d' un air fort aimable. . . . avec sa Majesté.

20 La Duchesse. En effet. (Elle veut faire un pas.) Bolingbroke (la retenant). Mais au lieu de les interrompre, nous ferons mieux d'observer et d'écouter. . . . car voici, je crois, le moment.

25 La Duchesse. Oui . . . mais aucune de ces dames. . . . La Reine (jouant toujours et ayant l'air de répondre au marquis). Vous avez raison; monsieur le marquis, il fait dans ce salon une chaleur étouffante. . . .

(Avec émotion et s' adressant à Masham). Monsieur Masham! (Masham s'incline), je vous demanderai un verre d'eau!

(a) Write a note on the author of the two preceding extracts.

(b) *partie* (1. 9) : distinguish the use of *partie*, *parti*, and *part*.

(c) *ne* (1. 9.) : Explain the use of the pleonastic *ne*.

(d) *Je vous demanderai un verre d'eau* (1. 26) : Explain the significance, in the development of the plot, of this request.

STANDARD VII.

FRENCH GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS. EXAMINER: W. A. R. KERR, M.A., PH.D.

1. (1) Compare: large; splendide; bon; petit; rapidement.
 (2) Write the feminines of the following adjectives: grand; blanc; cruel; fort; ancien; stupide; long; sec; profond; cher.
 (3) How are adverbs formed in French? Exemplify.

2. Translate into French:

(1) I have some bread, but no butter.
 (2) Horses and cows are useful animals.

- (3) My friend had come in order to give it to me.
- (4) We should like you to remain in the city.
- (5) Although I said nothing, he became very angry.
- (6) Take the book, but do not read it.
- (7) Our cousins had gone to bed at twenty minutes to eleven.
- (8) King Edward the Seventh was born on the ninth of November, eighteen hundred and forty-one.
- (9) The flowers which we have bought are not at all pretty.
- (10) French is spoken in both Canada and the United States.
- (11) This is my watch, but that one is my brother's.
- (12) It was cold last night, but perhaps it may be warmer tomorrow.

3. Translate into French:

One day Napoleon being very angry at a letter from Vienna, said to his wife, Marie-Louise: "Your father is a great blockhead [ganache (f.)]." Marie-Louise, who did not know much French, asked a courtier the signification of the word "ganache." At this unexpected question the courtier stammered (balbutier) that it meant a wise and learned man. Some days later, wanting to put an end to (mettre fin à) a conversation, she said to a gentleman near her: I wish you to decide this question, for I think you are the greatest blockhead in Paris.

4. (1) Translate into English:

Dans un voyage que Napoléon *faisait* dans la Vendée en 1810, il arriva à Luçon où il s' *aperçut* que les habitants avaient fait à grands frais des arcs de triomphe pour le recevoir. Il *témoigna* au maire qui *vint* à sa rencontre tout le plaisir qu'il éprouvait d'une telle surprise et surtout d'une telle réception, mais à la suite de sa harangue, le maire *ayant* recommandé à la générosité de sa Majesté les habitants de la ville, qui ajouta-t-il, n'étaient pas riches; "Mais alors, monsieur le maire, lui *dit* l'empereur d'un air étonné pourquoi ces dépenses inutiles, tous ces apprêts? Je m'en serais bien passé, je vous assure."—"Ah, sire, *répliqua* le maire, nous avons fait tout ce que nous *devions*, mais j'avouerai aussi à votre Majesté que nous devons tout ce que nous avons fait."

- (2) Write out the present indicative of the italicized verbs.

STANDARD VII.

GERMAN AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINER: W. A. R. KERR, M.A., PH.D.

1. Translate into English:

Kennst du das Land wo die Citronen blühn
 Im dunkeln Laub die Goldorangen glühn,
 Ein sanfter Wind vom blauen Himmel weht,
 Die Myrte still und hoch der Lorbeer steht?

Kennst du es wohl?

Dahin! Dahin!

Möcht ich mit dir, O mein Geliebter, ziehn.

Kennst du das Haus? Auf Säulen ruht sein Dach,
 Es glänzt der Saal, es schimmert das Gemach,
 Und Marmorbilder stehn und sehn mich an:
 "Was hat man dir, du armes Kind, gethan?"

Kennst du es wohl?

Dahin! Dahin!

Möcht ich mit dir, O mein Beschützer, ziehn!

(a) Who is the author of the foregoing stanzas, and for what work is his name best known in literature?
 (b) What country is alluded to in the above stanzas?

2. Translate into English:

Der grosze Teller kommt an mich zuerst, und ich
 nehme ihn vor mich und dann auch so ein Assietchen mit
 Kartoffeln dazu. Ich denke zwar: "Es ist ein bischen
 viel, aber du darfst dich hier nicht lumpen laszen," und
 5 esse zu. Die hellen Tropfen sind mir auf der Stirne
 gestanden, bis die Häppchen alle gegessen waren. Wie
 ich denn nun fertig war, und der Herr neben mir schenkte
 immer tapfer ein, dasz ich's gut herunterkriegte, fragt
 mich seine Majestät der König: "Wie ist's mein Sohn,
 10 möchtest du noch mehr haben?" Ich sage: "Zu Befehl,
 Majestät, wenn noch ein bischen da ist."

(a) Outline briefly the story of which the above is an extract.
 (b) Decline with the article in singular and plural the words
Kartoffeln (1. 3.) and *Herr* (1. 7.)
 (c) *gegessen* (1. 6.): distinguish between *essen* and *fressen*.

3. Translate into English:

Der Flosz fuhr ab, und hatte der Michel früher die
 Holzhauer in Verwunderung gesetzt, so staunten jetzt die
 Flöszer; denn statt dasz der Flosz, wie man wegen der
 5 ungeheuren Balken geglaubt hatte, langsamer auf dem
 Flusz ginge, flog er, sobald sie in den Neckar kamen, wie
 ein Pfeil; machte der Neckar eine Wendung, und hatten
 sonst die Flöszer Mühe gehabt, den Flosz in der Mitte zu

halten und nicht auf Kies oder Sand zu stossen, so sprang jetzt Michel allemal ins Wasser, rückte mit einem Zug den

10 Flosz links oder rechts, so dasz er ohne Gefahr vorüber glitt, und kam dann eine gerade Stelle, so lief er aufs erste G'stair vor, liesz alle ihre Stangen beisezen, steckte seinen ungeheuern Weberbaum ins Kies, und mit einem Druck flog der Flosz dahin dasz das Land und Bäume und Dörfer vorbeizujagen schienen. So waren sie in der Hälfte der Zeit, die man sonst brauchte, nach Köln am Rhein gekommen, wo sie sonst ihre Ladung verkauft hatten.

15 (a) Write notes on: Michel (1.1) ; Neckar (1.5) ; Köln (1. 16) ; Rhein (1. 16.)

(b) Parse *ginge* (1. 5).

(c) What case is *Balken* (1. 4), and why?

(d) Write a note on the author of the story from which the foregoing extract is taken.

4. Translate into English :

“Hier sind,” sprach der kleine Tannengeist, indem er ein kleines Beutlein aus der Tasche zog, “hier sind zweitausend Gulden, und damit genug, und komm mir nicht wieder, um Geld zu fordern, denn dann muszte ich dich an die höchste Tanne aufhängen. So hab’ ich’s gehalten, seit ich in dem Wald wohne. Vor drei Tagen aber ist der alte Winkfritz gestorben, der die grosze Glashütte gehabt hat im Unterwald. Dorthin gehe morgen früh und mach’ ein Bot auf das Gewerbe, wie es recht ist. Halt dich wohl, sei fleiszig, und ich will dich zuweilen besuchen, und dir mit Rat und Tat an die Hand gehen, weil du dir doch keinen Verstand erbeten. Aber, und das sag ich dir ernstlich, dein ernster Wunsch war böse. Nimm dich in Acht vor dem Wirtshauslaufen, Peter! ’s hat noch bei keinem lange gut getan.” Das Männlein hatte, während er dies sprach, eine neue Pfeife vom schönsten Beinglas hervorgezogen, sie mit gedorren Tannenzapfen gestopft, und in den kleinen, zahnlosen Mund gesteckt. Dann zog er ein ungeheures Brennglas hervor, trat in die Sonne, und zündete seine Pfeife an. Als er damit fertig war, bot er dem Peter freundlich die Hand, gab ihm doch ein Paar gute Lehren auf den Weg, rauchte und blies immer schneller, und verschwand endlich in einer Rauchwolke, die nach echtem holländischen Tabak roch und langsam sich kräuselnd in den Tannenwipfeln verschwebte.

(a) Translate into German :

1. Five years ago.
2. He is always wrong.

(b) How many wishes did the *Glasmännlein* give Peter and what were they?

(c) Write a biographical note on *Wilhelm Hauff*.

STANDARD VII.

GERMAN GRAMMAR, COMPOSITION AND SIGHT
TRANSLATION.

TIME—TWO AND ONE-HALF HOURS. EXAMINER: W. A. R. KERR, M.A., PH.D.

1. Decline in full: der Gärtner; diese Tochter; kein Baum; mein Buch; unser Gott; ein gütiger Nachbar; reines frisches Wasser; jener sterbliche Mensch.
2. Give a list of the prepositions governing both dative and accusative. What is the distinction in the use of the two cases? Exemplify.
3. Write out the first person singular of the pluperfect (past-perfect) tense of the following verbs: glauben; singen; bezahlen; verschwenden; erfinden; eingehen; begegnen; wegwerfen; fortfahren; bombardieren.
4. Translate into German:
 - (1) My sister is crying because she is sad.
 - (2) Though we expected our friends last week, they have only arrived today.
 - (3) Give me some bread, for I have not had any for two days.
 - (4) The gentleman whom we met yesterday is a friend of my eldest brother.
 - (5) In Canada the weather is warmest in the month of July.
 - (6) If you are telling the truth you need not feel ashamed.
 - (7) How is this word written in German?
 - (8) The battle of the Plains of Abraham took place on the thirteenth of September, seventeen hundred and fifty-nine.

5. Translate into German:

My pretty little dog one day broke his leg. I consulted a friend of mine, a veterinary surgeon (Tierarzt) who tended him so well that in a few weeks the little dog was well again. Some time after, happening to meet my friend, I was surprised to hear that my dog had called upon him. "One morning," said the doctor, "I heard a scratching at my door. Surprised to hear a patient announce himself in this strange fashion, I opened the door. There stood your little dog, who began to lick (lecken) my hand, and then introduced to me another dog—with a broken leg!"

6. Translate into English:

Kaiser Joseph der Zweite liebte sein Volk und wünschte von ihm geliebt zu werden. Er eröffnete einen groszen Park, zu dem bis dahin nur der Adel Zutritt hatte, allem Volke zur Belustigung. Der Abel war sehr unzufrieden darüber, und

einige vornehme Herren beklagten sich eines Tages bei dem Kaiser dasz sie nun gar kein Plätzchen mehr hatten, wo sie ungestört unter sich sein konnten. "Wenn ich immer unter meinesgleichen leben wollte," erwiederte der Kaiser, "so muszte ich in das Gewölbe hinabsteigen, wo meine Ahnen ruhen." Mit dieser Antwort muszten sich die Herren zufrieden geben.

STANDARD VIII.

ENGLISH LITERATURE.—(SHAKESPEARE.)

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { J. E. LOUCKS, B.A.
G. FRED McNALLY, B.A.

Values.

4 1. To what classes of Drama do the *Midsummer Night's Dream* and *Julius Caesar* belong? What main differences are noticeable in the purpose and treatment of these Dramas?

2. "The women in 'Julius Caesar' are strong characters but they have minor parts in the play, while the women in the 'Midsummer Night's Dream,' are the chief actors."

10 Amplify and account for the truth of the above statement.

3. "O, when she's angry, she is keen and shrewd!
She was a vixen when she went to school;
And though she be but little, she is fierce."

2 Is this a true epitome of the character of Hermia? If so, account for the fact that both Lysander and Demetrius loved her.

5 Sketch the character of Helena, accounting for the fact that her love went a begging.

4. "A tedious brief scene of young Pyramus
And his love Thisbe; very tragical mirth.
Merry and tragical! tedious and brief!
That is, hot ice and wondrous strange snow."

2 (a) What figure of speech is used in this passage?

5 (b) Give an account of this "tedious brief scene of young Pyramus and his love Thisbe," showing that the above description of it is very apt.

5 (c) What purpose does this scene and the action of it serve in the play?

5. "Come my lord; and in our flight,
Tell me how it came this night,
That I sleeping here was found
With these mortals on the ground."

2 (a) Who was the speaker? Who was the lord referred to?

4 (b) Recount the story she wished to hear.

Values.

12 6. Quote two passages of twelve lines each from any two of the following passages:—

- (a) "Over hill, over dale,
Through bush, through brier,"
- (b) "On the ground
Sleep sound;"
- (c) "If we shadows have offended,"
- (d) "Romans, countrymen and lovers,"
- (e) Friends, Romans, countrymen,"
- (f) "Remember March, the ides of March remember :"
(Eleven lines in this passage.)

5 7. Recount in detail the quarrel between Brutus and Cassius.
(Act IV, Scene 3.) From what you learn of the two men
6 in this scene depict their characters.

8. Some critics affirm that "Brutus" would be a better title for
the play Julius Cæsar than the one which it bears.

9. Give argument for and against this view.

4. Why does Shakespeare make so little of the character of
Octavius Cæsar?

9. "Our course will seem too bloody, Caius Cassius,
To cut the head off, and then hack the limbs,
Like wrath in death, and envy afterwards;
For Antony is but a limb of Cæsar."

1 Who was the speaker? Under what circumstances were the
words spoken?

6 Portray the character of Antony showing clearly wherein the
speaker was correct, and incorrect, in his characterization.

10. "Shakespeare is one of the greatest, if not the greatest master
of metre and versification among English poets."

7 (a) Discuss this statement at length using illustrations from
Julius Cæsar and the Midsummer Night's Dream.

3 (b) Scan any six lines that you have quoted in Question VI.

3 11. (a) "And, when the fit was on him, I did mark
How he did shake:"

3 (b) "Between the acting of a dreadful thing
And the first motion, all the interim is
Like a phantasma or a hideous dream;"

3 (c) "Come, come, the cause, if arguing make us sweat
The proof of it will turn to redder drops."—

3 (d) "the winds piping to us in vain,
As in revenge, have sucked up from the sea
Contagious fogs; which filling the land,
Have every pelting river made so proud,
That they have overborne their continents:"

3 (e) "Apollo flies and Daphne holds the chase,
The dove pursues the griffin;"

Values.

3 (f) "The poet's eye in a fine frenzy rolling,
Doth glance from heaven to earth, from earth to
heaven;"

Carefully explain each of the above passages. Mention the speaker in each case and definitely establish the connection in the play from which taken.

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STANDARD VIII.

LITERATURE.—(MILTON AND POEMS OF ROMANTIC REVIVAL.)

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { G. FRED MCNALLY, B.A.
J. E. LOUCKS, B.A.

Values.

12 1. Indicate the chief characteristics of the poets, Byron, Shelly and Keats and incidentally compare their work as illustrated by the selections prescribed. Illustrate by short quotations where possible.

2. "That man is little to be envied whose patriotism would not gain force on the plains of Marathon, whose piety would not grow stronger in the ruins of Iona." (Johnson.)

9 Show that Byron gives expression to the sentiment of the first part of this quotation in *Don Juan*.

12 3. Write notes on the metrical forms employed in *The Skylark*, *Childe Harold*, *Ode to a Nightingale*, *Andrea del Sarto*, *Lycidas*, *L'Allegro*.

8 4. Quote ONE of the following:—
 "I met a traveller _____
 "Eternal spirit of the chainless mind _____
 "Much have I travelled _____
 Using your quotation as a type, write a concise comment on the sonnet form and on the sonnet as a means of expressing poetic thought.

5. Shelly presents a series of six images or pictures in the first forty lines of the "Ode to the West Wind."

6 (a) Describe these images in your own words.
 2 (b) What is an Ode?
 2 (c) Name four other famous Odes in English.

Values

6. "It was not that Browning did not honour his country but that in his deepest life he belonged less to England than to the world of man." Brooke.

10 Give proofs of the correctness of this estimate from the poems you have read.

7. "The year's at the spring
And day's at the morn:
Morning's at seven;
The hill-side's dew-pearled:
The lark's on the wing:
The snail's on the thorn:
God's in His heaven—
All's right with the world!"

9 "One who never turned his back but marched breast forward,
Never doubted clouds would break,
Never dreamed, though right were worsted, wrong would triumph,
Held we fall to rise, are baffled to fight better, Sleep to wake."
What light do these stanzas throw on the poet's philosophy of life?

10 8. Quote ONE passage of fourteen lines:—
"Oh, to be in England-----
"Thou wast not born for death, immortal Bird-----
"I bring fresh showers for the thirsting flowers.
"Just for a handful of silver he left us-----
"Then to the well-trod stage anon-----

9. *L'Allegro and Il Pensero.*

5 (a) Macaulay says "Every epithet in these idyls is a text for a stanza."
Mention several and examine them as to their suggestiveness.

4 (b) These poems of Milton are called "Pastoral Idyls;" such poems as the Skylark and the Cloud, are called "Romantic." Explain.

9 10. Describe as minutely as you can the subject-matter and imagery of the famous passage in *Lycidas* in which Milton denounces the clergy and comment on this passage.

2 11. (a) To what literary species does Comus belong?
(b) Describe the characteristics of the species.
(c) How did the poem come to be written?
3 (d) Compare the character of the elder brother with *Il Pensero.*

Values

18. 12. Place exactly and comment on the following quotations:

- (a) "Fame is the spur that the clear spirit doth raise
That last infirmity of noble mind,
To scorn delights and live laborious days."
- (b) "Tells how the drudging goblin sweat
To earn his cream bowl duly set."
- (c) "Where Corydon and Thyrsis met
Are at their savoury dinner set."
- (d) "Manna and dates, in argosy transferred
From Fez: and spiced dainties ev'ry one
From silken Samarcand to cedared Lebanon."
- (e) "I silently laugh at my own cenotaph."
- (f) "Like the Chaldean, he could watch the stars
Till he had peopled them with beings bright
As their own beams."

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STANDARD VIII.

ESSAYS.

TIME—ONE AND ONE-HALF HOURS. EXAMINERS C. H. RUSSELL, B.A.
J. W. BROWN, B.A.

NOTE.—The candidate will write on ONE of the themes in "A" and on ONE in "B." The test will be based not so much upon the candidate's knowledge of the subject matter as upon his ability to express his thoughts in good English. Work palpably defective in spelling, writing, punctuation or paragraphing will not be accepted.

A.

1. The Conquest of Bengal. (Lord Clive).
2. The story of Geraint and Enid. (Idylls of the King).
3. The advantages and pleasures of rural life. (The Task).

B.

1. Canada's transportation problems.
2. "Lovely indeed the mimic works of Art,
But Nature's works far lovelier."
3. "By ceaseless action all that is subsists.
Constant rotation of the unwearied wheel
That Nature rides upon, maintains her health,
Her beauty, her fertility."

STANDARD VIII.

ENGLISH LANGUAGE AND HISTORY OF ENGLISH LITERATURE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS J. E. LOUCKS, B.A.
E. W. COFFIN, PH.D.

Values

1. Halleck says that only about seventy per cent. of the words used by Gibbon are of Anglo-Saxon origin and that the rest are mainly derived from the Latin.
- 5 2. Mention the periods and account for the circumstances of
7 the introduction of Latin into the English language.
- 9 3. State in detail the changes that took place in our language
 during the Middle English period.
- 6 3. Write brief historical sketches of Chaucer, Spencer, Richardson,
Gibbon and Samuel Johnson.
- 11 4. Carefully assign each his place among the writers of English
 literature.
- 11 4. Write notes on Anglo-Saxon poetry under the following
 headings:—"Martial spirit," "love of the sea," "figures
 of rhetoric," "rhyme" and "alliteration."
- 13 5. Give a careful estimate of the poet Shakespeare dealing with
 the following phases of his work,—mastery of his mother
 tongue, variety of style, breadth of sympathy, universality,
 comparative rank of his work, his influence on
 thought.
- 4 6. Point out the chief differences between Epic and Lyric
 Poetry.
- 7 7. Name and differentiate the chief classes of the latter.
- 2 7. (a) State and explain the rules which govern dramatic
 writings.
- 2 7. (b) What is the place of the prologue? of the epilogue?
- 6 7. (c) What are the principal kinds of dramas? Show carefully
 the differences between them.
- 3 8. (a) Write a note on the correct use and abuse of the
 Metaphor. Illustrate your answer.
- 1 8. (b) Distinguish between "trope" and "figure of speech."
- 5 8. (c) Name, define and exemplify five common figures of
 speech.

Values

9. "In classic metres quantity has the more important part while stress is the chief factor in English metre."

2 (a) Explain fully the above statement.

2 (b) Define "rhymed couplet" and "blank verse."

1 (c) What kind of metre is most commonly used by English poets?

3 Why does this particular form seem to be the best suited for English poetical diction.

STANDARD VIII.

HISTORY.

TIME—TWO AND
ONE-HALF HOURS.

EXAMINERS { D. A. MCKERRICHER, B.A.
C. H. RUSSELL, B.A.

Values

12 1. Sketch the religious changes in England during the reigns of Henry VIII, Edward VI, Mary and Elizabeth.

10 2. State, in sequence, the chief events of the French Revolution from the calling of the States-General to the establishment of the Directory.

12 3. Sketch briefly the career of any THREE of the following: William of Orange, Cardinal Richelieu, Charles XII of Sweden, Catherine II of Russia.

10 4. Trace the steps leading to the unification of Germany.

12 5. Discuss the question of physical conditions as a basis of the prosperity of a country, referring for illustration to conditions in Great Britain.

12 6. (a) Describe the manorial system in the thirteenth century.
(b) Show the effects of the Black Death on this system.
(c) Write explanatory notes on the following terms: demesne, virgate, villeins.

12 7. (a) Discuss the value of a second chamber in a system of government.
(b) Mention (i) the special qualifications, (ii) the defects of the House of Lords as a second chamber.
(c) Suggest a scheme of reform of the House of Lords.

Values

10 8. "The merit of the British constitution consists in the close union and fusion of the legislative and executive authorities."

Support or oppose this statement and contrast in this respect with the constitution of the United States of America.

10 9. Write brief explanatory notes on:
 (a) the "safety valve" of the English Constitution.
 (b) the "regulator."
 (c) the unroyal form of cabinet government.
 (d) the bureaucratic form of government.
 (e) the secondary election of the executive.

STANDARD VIII.

TRIGONOMETRY.

TIME—THREE HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{J. A. SMITH, B.A.} \\ \text{J. A. FIFE, B.A.} \end{array} \right.$ *Values*

8 1. (a) State the four logarithmic laws and prove any one of them.
 6 (b) Find the logarithm of $\sqrt{27}$ to the base 3, and of $32\sqrt[3]{4}$ to the base $2\sqrt{2}$.
 4 (c) Show clearly the advantages of the common system of logarithms.

6 2. (a) Express the other trigonometrical ratios of an angle in terms of the cosine.
 9 (b) Find the ratios of 180° , 570° and 15° .
 5 (c) Compare the ratios of $90^\circ+A$ with those of angle A.

8+6 3. Find geometrically the sine of the sum of two angles. Assuming the cosine of this sum deduce the tangent of this sum.

4. Prove the following relations:

6 (i)
$$\frac{1+\tan A}{1-\tan A} + \frac{1-\tan A}{1+\tan A} = 2 \sec 2A$$

7 (ii) $\cos^6 A - \sin^6 A = \cos 2A (1 - \frac{1}{4} \sin^2 2A)$.

4 5. (a) State the "Law of Sines" and the Law of Cosines for the plane triangle.
 7 (b) If the sines of the angles of a triangle are in the ratios of 13 : 14 : 15, prove the cosines are in the ratios of 39 : 33 : 25.
 7 (c) The adjacent sides of a parallelogram are 5 and 8, and they include an angle of 60° ; find the two diagonals and the area.

Values

4+8 6. In the solution of the general triangle state the four cases which may occur. In each case, giving formula, show how the triangle can be solved.

7. In any triangle where S =area, s =semi-perimeter, R =radius of circumscribed circle, r =radius of inscribed circle, prove the following relations:

$$7+7+5 \quad (i) \quad R = \frac{abc}{4S}; \quad (ii) \quad r = \frac{S}{s}; \quad (iii) \quad \tan \frac{1}{2}A = \frac{r}{s-a}$$

11 8. From a point on the horizontal plane, the elevation of the top of a hill is 45° . After walking 500 yds. towards the summit up a slope inclined at an angle of 15° to the horizon the elevation is 75° . Find the height of the hill.

STANDARD VIII.

PHYSICAL SCIENCE.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS

$\left\{ \begin{array}{l} \text{J. F. BOYCE, B.A.} \\ \text{J. MORGAN, B.A.} \end{array} \right.$

Values.

4 1. (a) Describe an experiment illustrating how the velocity of sound in various gases may be compared.
 8 (b) Show how changes in the temperature and in the pressure of a gas affect the velocity of sound in it.

3 2. (a) Explain clearly what is meant by the *quality* of a sound.
 12 3. (i) Equal portions of yellow and blue pigments are mixed.
 (ii) discs with equal portions of these colors exposed are rotated rapidly on a whirling machine. Compare and account for the phenomena observed.

10 4. (a) Given a cylindrical jar and a tuning fork describe an experiment illustrating (i) interference of sound waves, (ii) resonance. Explain clearly the effects in each case.
 4 (b) Describe how resonators are used for analyzing composite sounds.

10 5. Explain by means of a drawing how a magnified image is obtained with (i) a projection lantern, (ii) opera glasses.

20 6. Give a concise explanation of (i) the principle of the megaphone or speaking trumpet, (ii) the sparkling effect of dew drops in the morning sun, (iii) the brilliancy of a search-light, (iv) the construction and action of a gravity cell, (v) the construction and use of a Wheatstone bridge.

Values

12 **7.** Using a diagram, describe and explain the operation of an electric motor.

12 **8.** Give an example of each of the following: (i) the heating effect of the electric current, (ii) the chemical effect of the electric current.

9 **9. (a)** State the laws of electric currents. Make simple drawings of the apparatus in typical positions to illustrate these laws and state briefly the result of turning on the current in each position. Use arrows to indicate the direction of the currents.

12 **(b)** Describe a series of experiments from which may be deduced the laws of induced currents. State the laws.

3 **(c)** Mention a number of practical applications of the induction current.

— — —
STANDARD VIII.— — —
CHEMISTRY.

TIME—TWO AND ONE-HALF HOURS. EXAMINERS { E. L. HILL, B.A.
J. MORGAN, B.A.

Values

5 **1. (a)** "Ions are not the same as atoms." Explain what is meant.

4 **(b)** Define acids and bases in terms of the theory involved in the above statement.

10 **2.** Name and illustrate by examples the different kinds of chemical reactions. Write equations.

10 **3.** State Avogadro's hypothesis. What use do chemists make of it?

10 **4.** A given element forms oxides containing 51.14 per cent. of oxygen and 72.73 per cent. of oxygen, respectively. Show whether this illustrates the law of multiple proportions.

10 **5.** Give an account of the artificial forms of carbon and their preparation.

12 **6.** Write a note on the manufacture of each of the following:— alcohol, starch, glucose, soap, acetic acid, saltpetre.

10 **7.** A substance is said to be silver nitrate. How would you test the substance to verify the statement?

Values

5 **8.** (a) Describe in detail a method of preparing hydrogen sulphide.
 3 (b) Illustrate its use in chemical analysis.
 2 (c) How would you prove that it contains sulphur?

10 **9.** Write notes on:—borax, bleaching powder, glass, cement, clay.

12 **10.** Show fully why calcium, strontium and barium are grouped together as a natural family of elements.

8 **11.** (a) Give an account of the occurrence, properties and uses of phosphorus.
 2 (b) With what other elements is it commonly classified?

12 **12.** Describe and account for what happens in each of the following:—
 (a) Steam is slowly passed through a tube containing red-hot iron turnings.
 (b) Liquid air is allowed to stand in an open dish.
 (c) Strong nitric acid is added to bronze turnings.
 (d) Carbon dioxide is passed through a concentrated solution of sodium chloride to which ammonia has been added.

STANDARD VIII.

ALGEBRA.

TIME—THREE HOURS.

EXAMINERS $\left\{ \begin{array}{l} \text{J. A. SMITH, B.A.} \\ \text{J. A. FIFE, B.A.} \end{array} \right.$ *Values*

4 **1.** (a) Prove that the sum of any fraction and its reciprocal can never be less than 2.
 6 (b) If one root of $x^3+x^2-19x+5=0$ be $2+\sqrt{3}$, find the others.
 5 (c) Factor $a^3(b-c)+b^3(c-a)+c^3(a-b)$.

4 **2.** (a) Examine the effect of adding the same quantity to each of the terms of a ratio.
 7 (b) If $\frac{a}{x^2-yz} = \frac{b}{y^2-zx} = \frac{c}{z^2-xy}$, show that

$$ax+b+y+cz = (a+b+c)(xy+x).$$

Values

8 **3.** (a) If x is a variable depending for its value on two variables y and z , and if $x \propto y$ when z is constant, and $x \propto z$ when y is constant, then $x \propto yz$ when y and z both vary. Prove.

8 (b) The volume of a pyramid varies jointly as the area of its base and its altitude. A pyramid, the base of which is 9 feet square and the height of which is 10 feet, is found to contain 10 cubic yards. What must be the height of a pyramid upon a base 3 feet square in order that it may contain 2 cubic yards?

8 **4.** (a) Find an expression for the sum of any number of terms in Geometrical Progression.

1 (b) Deduce the sum of an infinite number of terms of a decreasing Geometrical Progression.

6 (c) Use (b) to find the fraction equivalent to .423.

8 **5.** A man arranges to pay off a debt of \$3600 by 40 annual instalments which form an arithmetic series. When 30 of the instalments are paid he dies leaving a third of the debt unpaid; find the value of the first instalment.

7 **6.** (a) Find the sum of the squares of the first n natural numbers.

7 (b) Sum to n terms the following series:
1. 2. 3+2. 3. 4+3. 4. 5+-----

8 **7.** (a) Find the number of permutations of n different things taken r at a time where r is any integer not greater than n .

8 (b) In how many ways can 7 Englishmen and 7 Americans sit down at a round table, no two Americans being together?

8 (c) How many permutations of 4 letters can be made out of the letters of the word "examination"?

6 **8.** (a) Write down the coefficient of x^n in the expansion of $(ax-b)^n$.

6 (b) Find the middle term in the expansion of $\left(x - \frac{1}{x}\right)^{2n}$

7 (c) Show that coefficient of x^{100} in the expansion of $\frac{3-5x}{(1-x)^2}$ is - 197.

STANDARD VIII.

GEOMETRY.

TIME—THREE HOURS.

EXAMINERS J. A. FIFE, B.A.
J. A. SMITH, B.A.

Values

8 1. If two triangles have two angles of the one equal to two angles of the other each to each, and one side of the first equal to the corresponding side of the other, the triangles are equal in all respects. I—26.

7 2. Through a given point draw a straight line which shall form an isosceles triangle with two given intersecting straight lines.

8 3. If a straight line be divided into any two parts, the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole and that part together with the square on the other part. II—7.

9 4. If a straight line be divided internally into two segments and if twice the rectangle contained by the segments be equal to the sum of the squares on the segments, the straight line is bisected.

9 5. In an obtuse angled triangle, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle by twice the rectangle contained by the side on which, when produced, the perpendicular falls, and the straight line intercepted, without the triangle, between the perpendicular and the obtuse angle. II—12.

9 6. In any triangle the sum of the squares on the sides is equal to twice the square on half the base together with twice the square on the line joining the vertex to the middle point of the base.

8 7. On a given straight line to describe a segment of a circle containing an angle equal to a given rectilineal angle. III—33.

8 8. Construct a triangle having given the base, the vertical angle and the sum of the sides.

7 9. ABC is any triangle, D and E are two points on AB and AC or on AB and AC produced either through the vertex or below the base, such that the angle ADE equals the angle ACB. Prove that the rectangle AB.AD equals the rectangle AC.AE.

Values

8 **10.** To inscribe a circle in a given triangle. IV—4.

8 **11.** ABC is any triangle and D, E and F are the points of contact of the inscribed triangle. Show that the angles of the triangle DEF are respectively complementary to half the opposite angles of the triangle ABC.

10 **12.** To describe an isosceles triangle having each of the angles of the base double of the vertical angle. IV—10.

9 **13.** If the exterior angle of a triangle, made by producing one of its sides, be bisected by a straight line which also cuts the base produced, the segments between the bisector and the extremities of the base shall have the same ratio which the other sides of the triangle have to one another. VI—A.

8 **14.** State and prove the converse of the theorem in number 13.

9 **15.** P is any point on the circumference of a circle of which AB is a diameter; PC and PD drawn on opposite sides of AP and making equal angles with it, meet AB at C and D. Prove that the ratio of AC to CB equals the ratio of AD to DB.

STANDARD VIII.

LATIN AUTHORS.

TIME—TWO AND
ONE-HALF HOURS

EXAMINERS { D. A. MCKERRICHER, B.A.
 { E. W. COFFIN, PH.D.

Values

13 1. Translate:

Solvitur acris hiemps grata vice veris et Favoni,
trahuntque siccas machinae carinas;
ac neque iam stabulis gaudet pecus aut arator igni,
nec prata canis alblicant pruinis.
iam Cytherea choros dicit Venus imminentे Luna,
iunctaeque Nymphis Gratiae decentes
alterno terram quatiant pede, dum graves Cyclopum
Volcanus ardens urit officinas.
nunc decet aut viridi nitidum caput impedire myrto
aut flore, terrae quem ferunt solutae.
nunc et in umbrosis Fauno decet immolare lucis,
seu poscat agna sive malit haedo.
pallida Mors aequo pulsat pede pauperum tabernas
regumque turrets. o beate Sesti,

Values

vitae summa brevis spem nos vetat inchoare longam.
 iam te premet nox fabulaeque Manes
 et domus exilis Plutonia: quo simul mearis,
 nec regna vini sortiere talis
 nec tenerum Lycidan mirabere, quo calet iuventus
 nunc omnis et mox virgines tepebunt.

6 (a) Identify fully the following forms: vice, veris, igni, flore, agna, mirabere.
 4 (b) Show the force of the epithets: acris, siccas, ardens solutae.
 2 (c) Paraphrase the lines: "Pallida mors ———— turres."
 4 (d) State, broadly, the teaching of the ode.

12 2. Translate:

Otium *divos* rogat in patenti
 prensus Aegaeo, simul atra nubes
 condidit lunam neque *certa* fulgent
 sidera nautis;

otium *bello* furiosa Thrace.
 otium Medi *pharetra* decori,
 Gropshe, non gemmis neque purpura *venale*
 neque *auro*.

non enim gazae neque consularis
 summovet lictor miseros *tumultus*
 mentis et curas laqueata circum
 tecta volantes.

vivitur *parvo* bene, cui paternum
 splendet in mensa tenui salinum,
 nec leves somnos timor aut cupidio
 sordidus aufert.

quid brevi fortes iaculamur aevo
 multa? quid terras alio calentes
 sole mutamus? patriae quis exsul
 se quoque fugit?

scandit aeratas vitiosa naves
 cura nec turmas equitum relinquit.
 ocior *cervis* et *agente* nimbos
 ocior Euro.

2 (a) Explain fully the meaning of "otium."
 5 (b) Account for the case of each of the following: *divos*, *certa*, *bello*, *pharetra*, *venale*, *auro*, *tumultus*, *parvo*, *cervis*, *agente*.
 5 (c) Discuss Horace's philosophy of life mentioning his views on ambition, wealth, use of wine, friendship, moderation, contentment.

Values

13 3. Translate:

Et quoniam auctoritas quoque in bellis administrandis multum atque in imperio militari *valet*, certe nemini dubium est quin ea re idem ille imperator plurimum *possit*. Vehementer autem pertinere ad bella administranda, quid hostes, quid socii de imperatoribus nostris *existiment*, quis ignorat cum sciamus homines iu tantis rebus, ut aut contentant aut metuant, aut oderint aut ament, opinione non minus et fama quam aliqua ratione certa commoveri? Quod igitur nomen umquam in orbe terrarum clarius fuit? cuius res *gestae* pares? de quo homine vos, id quod maxime facit auctoritatem, tanta et tam *praeclara* iudicia fecistis? An vero ullam usquam esse oram tam desertam putatis, quo non *illius diei* fama *pervaserit*, cum universus populus Romanus referto foro completisque omnibus templis, ex quibus his locus conspici potest, unum sibi ad commune omnium gentium bellum Cn. Pompeium imperatorem depoposcit? Itaque, ut plura non dicam neque aliorum exemplis confirmem, quantum auctoritas valeat in bello, ab eodem Cn. Pompeo omnium rerum egregiarum exempla sumantur; qui quo die a vobis *maritimo bello* *praepositus* est imperator, tanta repente vilitas annonae ex summa inopia et caritate rei frumentariae consecuta est unius hominis spe ac nomine, quantam vix in summa ubertate agrorum diuturna pax efficere potuisset.

4 (a) Account for the mood of *valet*, *possit*, *existiment*, *pervaserit*.
 2 (b) Explain the reference in *illius diei*, *maritimo bello*.
 5 (c) Give an analysis of the speech from which this extract is taken showing clearly the progress of thought.
 5 (d) Sketch the career of Pompey or the career of Mithridates.

13 4. Translate:

Domuisti gentes inumanitate barbaras, multitudine innumerabiles, locis infinitas, omni copiarum genere abundantes; sed tamen ea vicisti, quae et naturam et condicionem, ut vinci possent, habebant. Nulla est enim tanta vis, quae non ferro et viribus debilitari frangique possit. Animum vincere, iracundiam cohibere, victo temperare, adversarium nobilitate, ingenio, virtute praestantem non modo extollere iacentem, sed etiam amplificare eius pristinam dignitatem, haec qui facit, non ego eum cum summis viris comparo, sed simillimum deo iudico. Itaque, C. Caesar, bellicae tuae laudes celebrabuntur illae quidem non solum nostris, sed paene omnium gentium litteris atque linguis, nec ulla umquam aetas de tuis laudibus conticeset; sed tamen eius modi res nescio quo modo, etiam cum leguntur, obstrepit clamore militum videntur et tubarum sono. At vero cum aliquid clementer, mansuete, iuste, moderate,

sapienter factum in iracundia praeser tim, quae est inimica consilio, et in victoria, quae natura insolens et superba est, (aut) audimus aut legimus, quo studio incendimur non modo in gestis rebus, sed etiam in fictis, ut eos saepe, quos numquam vidimus, diligamus!

4 (a) Under what circumstances was this speech delivered?

STANDARD VIII.

LATIN GRAMMAR AND PROSE COMPOSITION.

TIME—TWO AND
ONE-HALF HOURS.

EXAMINERS { E. W. COFFIN, PH.D.
D. A. MCKERRICHER, B.A.

Values

12 1. Decline together in the singular; aliud opus, mens filius; and in the plural: animal pulchrius, miles prudens.

10 2. Write the stem and the genitive singular of the following nouns: humus, nox, caro, bos, fructus, spes, senex, lapis, piscis, princeps.

9 3. Compare the adverbs formed from the following adjectives: acer, audax, bonus, doctus, celer, facilis.

5 4. Write the cardinals and ordinals corresponding to the numbers 9 to 18 inclusive.

15 5. Write the Latin for: Your fathers and mothers, into the midst of the weapons, twice two are four, the rest of the places, all of us, another home (dat.), the other part (gen.), nothing new, to leave the country and go into the city, both you and I.

6 6. Write present subjunctive singular active of audio and capio, and the future indicative singular passive of caedo, video.

4 7. Write the first person plural perfect indicative active and passive of scribo, do, sentio, differo.

8. Translate into Latin:

4 (a) Having thus spoken he hurried home to tell his friends that he had been made consul.

3 (b) All the world knows that as great a work cannot be finished in one year.

4 (c) Turning to his men he demanded which of them would rather live as slaves than die freemen.

4 (d) When I was a youth I loved such things, but now in my old age it seems to me that they are disgraceful.

Values

10 (e) So far from being willing to help us he refused to speak for us. Then we, knowing not what to do, in our uncertainty went to Tullius and told him the whole story: how our father had died and we had lost all our property, and had come to Italy in the hope that someone might pity us.

14 9. Translate into English (Laws about gossiping):
 Quae civitates commodius suam rempublicam administrare existimantur, habent legibus sanctum, si quis quid de republica a finitimiis rumore ac fama acceperit, ut ad magistratum deferat neve cum quo alio communicet, quod saepe homines temerarios atque imperitas falsis rumoribus terreri et ad facinus impelli et de summis rebus consilium capere cognitum est. Magistratus, quae visa sunt occultant, quaeque esse ex usu judicaverunt, multitudini produnt. De republica nisi per concilium loqui non conceditur.

100

STANDARD VIII.

FRENCH AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINER: W. A. R. KERR, M.A., PH.D.

1. Translate into English:

LA REINE, lisant. Madame mes collègues et moi demandions audience à Votre Majesté! Eux pour affaires d'Etat, et moi pour jouir de la vue de ma souveraine, qui depuis si longtemps m'est interdite. Pauvre sir Henri! Que la duchesse éloigne de 5 vous ses ennemis politiques. je le concçois; mais sa défiance va jusqu'à repousser une pauvre enfant dont la tendresse et les soins—On lui refuse la place que vous vouliez lui donner près de vous, an alléguant qu'elle est sans famille; et je vous préviens, moi, qu' Abigail Churchill est cousine de la duchesse de Marlborough. (S'arrêtant). Est-il possible!..... (Lisant). Ce seul fait vous donnera la mesure du reste.... que Votre Majesté en profite et veuille bien en garder le secret à son fidèle serviteur et sujet, etc. Oui, c'est la vérité..... Henri de Saint-Jean est un de mes fidèles serviteurs..... mais ceux-la, je ne suis pas 15 libre de les accueillir..... lui, surtout..... ancien ministre, je ne puis le voir sans exciter la défiance et les plaintes des nouveaux! Ah! quand ne serai-je plus reine, pour être ma maîtresse! Dans le choix même de mes amis, demander avis et permission aux conseillers de la Couronne, aux Chambres, à la majorité 20 à tout le monde enfin..... c'est à n'y pas tenir... c'est un esclavage odieux, insupportable, et ici du moins, je ne veux obéir à personne, je serai libre chez moi, dans mon palais— Oui, et quoi qu'il puisse arriver, j'y suis décidée. (Elle sonne, Thompson paraît). Thompson, rendex-vous à l'instant dans la

25 Cité, chez maître Tomwood, le joaillier vous demanderez miss Abigail Churchill et vous lui direz qu'elle vienne à l'instant même au palais.—Je le veux, je l'ordonne moi, la reine! . . . allez!

THOMPSON. Oui, madame.

(a) Who is *Sir Henri?* (1. 4.)

(b) What part does Abigail Churchill (1. 9) play in the comedy?

(c) Write a biographical note on Eugène Scribe.

(d) Translate into French:

1. Your majesty asked to see my colleagues and me.

2. I have been refused a good position.

3. She never obeys anybody.

(e) Explain the mood of *veuille* (1. 12) and *puisse* (1. 23).

2. Translate into English:

—Eh bien, mettons-nous à table, dit mon père.

Mais avant de s'asseoir, il poussa le fauteuil de mon grand-père jusqu'à la table. Puis prenant place lui-même le dos au feu, il commença à couper le roastbeef et il nous en servit à 5 chacun une belle tranche accompagnée de pommes de terre.

Quoique je n'eusse pas été élevé dans des principes de civilité, ou plutôt pour dire vrai, bien que je n'eusse pas été élevé du tout, je remarquai que mes frères et ma soeur aînée mangeaient le plus souvent avec leurs doigts qu'ils trempaient dans la 10 sauce et qu'ils léchaient sans que mon père, ni ma mère parussent s'en apercevoir; quant à mon grand-père, il n'avait d'attention que pour son assiette, et la seule main dont il pût se servir allait continuellement de cette assiette à sa bouche; quand il laissait échapper un morceau de ses doigts tremblants mes frères se 15 moquaient de lui.

Le souper achevé, je crus que nous allions passer la soirée devant le feu; mais mon père me dit qu'il attendait des amis, et que nous devions nous coucher; puis, prenant une chandelle, il nous conduisit dans une remise qui tenait à la pièce où nous 20 avions mangé; là se trouvaient deux de ces grandes voitures qui servent ordinairement aux marchands ambulants. Il ouvrit la porte de l'une et nous vîmes qu'il s'y trouvait deux lits superposés.

—Voilà vos lits, dit-il; dormez bien.

Telle fut ma réception dans ma famille—la famille Driscoll.

(a) Translate into French:

1. He served me to a slice of roast beef.

2. It is a waggon such as is used by peddlers.

3. Let us attend only to our plates.

(b) Explain the mood of: *eusse* (1. 7), *parussent* (1. 10). and *pût* (1. 12).

(c) Write out the present indicative and first person singular of the future indicative and of the past definite of the following verbs: *s'asseoir* (1. 2); *parussent* (1. 10); *crus* (1. 16); *prenant* (1. 18); *dormez* (1. 24); *mangeaient* (1. 8).

3. Translate into English:

Il y avait à peu près une heure que nous étions seuls, lorsqu'on frappa à la porte; mon père alla ouvrir et il rentra accompagné d'un monsieur qui ne ressemblait pas aux amis qu'il recevait ordinairement; celui-là était bien réellement ce qu'en Angleterre 5 on appelle un gentleman, c'est-à-dire un vrai monsieur, élégamment habillé et de physionomie hautaine, mais avec quelque chose de fatigué; il avait environ cinquante ans; ce qui me frappa le plus en lui, ce fut son sourire qui, par le mouvement des deux lèvres, découvrait ses dents blanches et pointues comme celles d'un 10 jeune chien; cela était tout à fait caractéristique, et en le regardant, on se demandait si c'était bien un sourire qui contractait ainsi ses lèvres ou si ce n'était pas plutôt une envie de mordre.

Tout en parlant avec mon père en anglais, il tournait à 15 chaque instant les yeux de mon côté; mais quand il rencontrait les miens, il cessait aussitôt de m'examiner.

(a) Translate into French:

1. I have been alone for an hour.
2. She is about eighty years old.
3. We wonder if he looks like his brother.

(b) Who is the person referred to in the passage cited? State briefly his relation to the plot of the story.

(c) Distinguish the uses of the imperfect indicative and past definite tenses. Illustrate your answer from the foregoing passage.

(d) Comment on the form of the adverb *élégamment* (1. 6).

(e) Relate briefly the adventures of Remi and Mattia from their arrival in England till their departure from that country.

STANDARD VIII.

FRENCH GRAMMAR, COMPOSITION AND SIGHT
TRANSLATION.

TIME—TWO AND ONE-HALF HOURS. EXAMINER: W. A. R. KERR, M.A., PH.D.

1. Form adverbs from the following adjectives; sec; cruel; long; bon; profond; décidé; mauvais; actif; abondant; lent.

2. Translate into French:

- (1) You ought to have done what I told you.
- (2) Had your friend not gone away so soon, who can say what would have happened?
- (3) Our uncle and aunt will arrive in Ottawa at ten minutes to three in the afternoon.

(4) I am very sorry that we cannot meet our friends at the station.

(5) The coachman saw the boy coming, but could not stop the carriage.

(6) We have been in Paris for more than two years.

(7) M. Martin is having a new house built this year.

(8) It snowed last night and is very cold to-day.

(9) The beggar needs the money; give it to him.

(10) French wines are famous all over the world.

(11) This dog is mine, but that one is my brother's.

(12) Although his sister is taller than he, he is the older.

3. Translate into French:

During a journey that Frederick the Great took, his coachman was unfortunate enough to upset him. The king was not hurt, but he was so angry with the poor man that he rushed at him with his cane raised, intending to punish him severely. The latter did not lose his presence of mind. "Faith, sir," said he to him, "you are the greatest general of your time, and yet you have lost more than one battle. I have just lost one, but in the thirty years that I have been in your service, this is the first. I beg your majesty to believe that I am as sorry as you are." The king began to laugh at this curious comparison, re-entered his carriage, which had meantime been righted (redresser) again, and continued his way.

4. (a) Translate into English:

Non seulement Louis XIV. a régné avec un pouvoir sans bornes, comme quelques uns de ses prédécesseurs, mais il a établi le premier en France la théorie de la monarchie absolue. A ses yeux la royauté est d'institution divine; les souverains sont les représentants inspirés providentiellement par lui, et à ce titre, participant en quelque sorte de sa puissance et de son infaillibilité. Et comme la royauté, en serendant absolue, *avait* conservé le vieux principe féodal; que souveraineté et propriété sont même chose, Louis ne se *croyait* pas seulement le maître de ses sujets il se regardait comme le propriétaire de leurs biens; doctrine monstrueuse qui nous *reporte* au milien des monarchies orientales. Toutesfois cette autorité à laquelle il ne *reconnaissait* que les limites imposées par sa conscience et par la religion, ne lui *semblait* pas rester stérile; il la *voulait* active et laborieuse.—Duruy.

(b) Write out the third person singular of the future indicative, present indicative and past definite of the italicized verbs in (a).

STANDARD VIII.

GERMAN AUTHORS.

TIME—TWO AND ONE-HALF HOURS. EXAMINER: W. A. R. KERR, M.A., PH.D.

1. Translate into English:

“Also sehen,” sprach der arme Geschlagene, indem er sich mühsam aufrichtete; “sehen auf stehen, jetzt Glasmännlein, wollen wir wieder ein Wort zusammen sprechen.” Er ging in die Hütte, holte seinen Hut und den langen Stock, nahm Abschied 5 von den Bewohnern der Hütte und trat seinen Rückweg nach dem Tannenbühl an. Er ging langsam und sinnend seine Strasze, denn er muszte ja einen Vers ersinnen; endlich, als er schon in dem Bereich des Tannenbühl ging, und die Tannen höher und dichter wurden, hatte er auch seinen Vers gefunden 10 und machte vor Freude einen Sprung in die Höhe. Da trat ein Riesengroszer Mann in Flöszerkleidung, und eine Stange so lang wie ein Mastbaum in der Hand, hinter den Tannen hervor. Peter Munk sank beinahe in die Knie, als er jenen langsamnen Schritte neben sich wandeln sah; denn er dachte, das ist der Holländer 15 Michel und kein anderer. Hoch immer schwieg die furchtbare Gestalt und Peter schielte zuweilen furchtsam nach ihm hin. Er war wohl einen Kopf gröszer als der längste Mann, den Peter je gesehen, sein Gesicht war nicht mehr jung, doch auch nicht alt, aber voll Furchen und Falten; er trug ein Wams von Leinwand, 20 und die ungeheuren Stiefeln, über die Lederbeinkleider heraufgezogen, waren Peter aus der Sage wohl bekannt.

(a) What is the nature of Peter's bargain with Holländer Michel and how is he finally released from the latter's power?

(b) *einen Kopf* (1. 17)—Explain the case of *Kopf*.

(c) *gröszer* (1. 17): Write out the positive comparative and superlative of this adjective.

(d) *Stiefeln* (1. 20): Comment on the declension of this word.

2. Translate into English:

“Alles in allem genommen,” begann der Graf, “scheint Marie ruhiger geworden zu sein. Bauen wir auf die Zukunft. Dasz das liebe Kind noch zuweilen an jenen Menschen denkt, finde ich begreiflich, ja, ich musz, aufrichtig gestehen, dasz sie 5 durch ihre allerdings etwas romanhafte Treue in meiner Achtung womöglich noch gestiegen ist. Die Zeit überwindet alles; ich hege die feste Überzeugung. Die Zeit überwindet alles; sicht kommen, dasz Sie, gnädige Frau, nur das wohl Ihres Kindes im Auge hatten, als Sie gegen die Verbindung mit jenem rohen, 10 leidenschaftlichen Menschen Einsprache erhoben. Und dann, wenn die Wunde vernarbt ist, wird es meine Sache sein, die Neigung der jungen Dame zu gewinnen und sie durch ein freudenreiches Leben für die trübe Zeit, die sie jetzt durchlebt, zu entschädigen.

(a) Who is the speaker? What rôle does he play in the story?

(b) *überwindet* (1. 6): What is the distinction in meaning between *überwinden* stressed on the prefix and *überwinden* stressed on the stem? Can you mention any other verbs exemplifying a similar distinction?

(c) *Zeit* (1. 6): What English word corresponds by derivation to *Zeit*?

3. Translate into English:

General. Ein wenig! Wenn du das ein wenig *nennst* Ein rechter Stockfisch ist er, mit dem sich bei aller Bemühung nichts anstellen lässt. Der Frack schien ihn zu genieren, als ob er ihm nicht gehörte.—Eine Tasse Thee gefällig?—“Danke sehr, ich trinke ihn immer erst eine Stunde später.”—Wollen Sie die Güte haben, meine, Tochter zu Tisch zu führen?—“O gewiss—wenn Sie *befehlen!*”—Gieszen Sie sich ein Glas roten oder weiszen Wein ein.—“Wenn Sie die Freundlichkeit haben wollen.” Warum tanzen Sie nicht, lieber Herr Professor?—“O—ich kann gar nicht tanzen.”—Spielen Sie Karten?—“Nie.”—Aber Sie rauchen doch?—“Jetzt gerade nicht.”—Zum Verzweifeln! Und da *stand* er nun gerade immer da, wo er im Wege war.

(a) Write out the principal parts of the italicized verbs.

(b) Translate into German:

- i. A glass of wine.
- ii. A glass of this good wine.

(c) Decline in full: lieber Herr Professor.

(d) What are the names of the persons referred to as “General” and “Professor”?

(e) Who are the other personages in the comedy?

4. Translate into English:

Cäcilie (sieht Hohendorf zärtlich, thränenfeuchten Auges an) August!

Hohendorf (sanft und zärtlich). Mein liebes, holdes Wiebchen!

Cäcilie. O, du!—(sieht Baumann an und schlägt dann den Blick zu Boden). Ihr habt euer Spiel mit mir getrieben.

Baumann. Ja. Ja., Püppchen, Eifersucht ist ein höllisches.

Cäcilie. Ach Onkelchen—(Reicht ihm verschämt die Hand).

Baumann. Ja, Ja, Püppchen, Eifersucht ist ein höllisches Gespenst, verlange nie es kennen zu lernen.

Cäcilie. Gewiss nicht.

Baumann. Bist du mit der Probe zufrieden?

Cäcilie. O, bitte, bitte, nichts mehr davon.

Baumann. Du hast recht, mich überläuft noch eine wahre Gänsehaut, wenn ich daran denke, wie—aber höre, Doktor, einmal hast du es mir doch fast zu natürlich gemacht.

Hohendorff (lachend). Lieber Onkel, auch Sie hatten einen Moment, wo Sie recht naturgetreu waren.

Baumann (oben auf). Nicht wahr, ich kann auch noch (gegen Cäcilien mit dem Kopfe nickend) recht sehr natürlich sein, hm, wie? Nun, du aber—dasz du mir nie wieder sagst: "Er ist nicht eifersüchtig!" (Cäcilie copierend).

Cäcilie (lächelnd, den Kopf schüttelnd). Nie, nie!

(a) Outline briefly the plot of "Er Ist Nicht Eifersüchtig."

STANDARD VIII.

GERMAN GRAMMAR, COMPOSITION AND SIGHT TRANSLATION.

TIME—TWO AND ONE-HALF HOURS. EXAMINER: W. A. R. KERR, M.A., PH.D.

1. Translate into German:

- (1) If it is at all possible every student should try to spend some time in Europe.
- (2) Let me know when you intend going to Toronto.
- (3) Coming down the street, we met our dear old friend the doctor.
- (4) My father, who is growing old, was tired of waiting for me and finally he went without me.
- (5) It has happened that our two friends have never succeeded.
- (6) If Herr Braun had remembered where he was, he would not have been killed.
- (7) After laying the German book of which I spoke on the table, your brother said he would have to leave.
- (8) Before going to the concert, we ought to have finished our work.
- (9) Paper is one of the greatest of man's inventions.
- (10) The gentleman of whom you wrote is not the one whom I was thinking of.
- (11) How long have your sisters been in Canada? They arrived in Montreal eleven months ago.
- (12) It is often very difficult to make people do what we want.

2. Translate into German:

Midas once asked Bacchus that everything he touched might be changed into gold. The god granted the request of the foolish man. Instantly everything round about shone with gold; even food and wine were turned to gold. At first Midas rejoiced at his new wealth. But soon, being tortured by hunger and thirst, he understood that the very thing which he so passionately desired was making him unhappy. There-

fore he raised his hands to Heaven and cried out: "I have made a mistake, Father Bacchus, have pity upon me and take from me all this shining poverty." With a smile Bacchus did as Midas asked him.

3. (a) Translate into English:

Die alten Deutschen *fanden* nächst dem Kriege am meisten Vergnügen an der Jagd, welche auch selbst eine Art von Krieg *war*. Denn es gab zu jenen Zeiten in den Wäldern Deutschlands Wölfe, Bären, Auerochsen und viele Arten von Raubvögeln. Darum *wurde* der Knabe von den ersten Jahren an im Gebrauche der Waffen *geübt*, und *hielt* denjenigen Tag für einen festlichen, an welchem er zum ersten Male zugleich mit seinem Vater entweder auf wilde Tiere Jagd *machen* oder in den Krieg *ausziehen sollte*. Die Deutschen *hielten* es für ehrenafter den Feind herauszufordern und durch Blut Beute *zu gewinnen*, als die Ernte zu erwarten. Daher war das Leben der freien Männer zu Hause Arbeitslos, denn den Ackerbau und die Geschäfte des Hauses *überlieszen* sie den Weibern und Sklaven.

(b) Write out the 1st, 2nd and 3rd singular present indicative, of the verbs italicized in the preceding passage.

FIRST CLASS.

READING AND LITERATURE.

1. Two voices are there; one is of the sea,
One of the mountains; each a mighty voice;
In both from age to age thou didst rejoice,
They were thy chosen music, Liberty!
There came a tyrant, and with holy glee
Thou fought'st against him; but hast vainly striven:
Thou from thy Alpine holds at length art driven,
Where not a torrent murmurs heard by thee,
Of one deep bliss thine ear hath been bereft,
Then cleave, O cleave to that which still is left;
For, high-souled Maid, what sorrow would it be
That Mountain floods should thunder as before,
And Ocean bellow from his rocky shore,
And neither awful voice be heard by thee!

(a) Teach this sonnet to a class in Standard VI or VII, showing clearly wherein you instruct, develop, or suggest.

(b) What do you consider the universal and permanent features of such a piece?

(c) Write on the sonnet in general as to its peculiarities, purposes and history, illustrating the first two points from the above or any other specimen. What other forms of sonnet do you know of?

2. Language is discussed by Laurie under the headings of substance, form and art. Explain this, and show how these aspects are related, and the relative extent to which each may be taught in primary and advanced classes, respectively.

3. State concisely your notion of (a) the scope, and (b) the function of literature in the elementary school; and explain the following statement: "Just as language on its formal or abstract side introduces a boy to logic without his knowing that it does so, so language on its real side introduces him to the ethical in all its relations without his being aware that it is doing so."

4. What principles should guide one in drawing up a curriculum in literature for (a) primary, (b) intermediate, grades of pupils?

5. Discuss briefly: (a) The benefits of memorizing even without fully explaining; (b) the place of the study of the history of literature; (c) the work of the schools in correcting the usual wrong tendencies in the reading tastes of boys and girls in early adolescence.

6. Name three methods most commonly employed in beginning the teaching of reading. Write a brief description of each, giving its advantages and disadvantages.

7. Write a lesson plan for the teaching of the sound of "W." All the consonants except "Q" and "Z" are known, and all the short sounds of the vowels.

FIRST AND SECOND CLASS.

WRITING, MANUAL TRAINING AND DRAWING.

1. The teaching of writing involves both an exercise of the language function and a motor process. Explain how you would teach writing, from the beginning, so as to avoid a confusion of these two aims.

2. Describe in full the stages in a complete lesson or series of lessons to beginners on the capital J or P.

3. Would you teach small letters or capitals first? Give reasons for your answer.

4. Write a note on the place and value of manual training in education.

5. Discuss the educational possibilities of clay-modelling and outline a course in this kind of work for Standards I, II and III.

6. Mention five pictures that you would choose for placing in a school, giving the name of the artist and telling to which grade you consider the picture best suited.

7. Group two long-stemmed flowers of the same kind, and make a study of them either in pencil or color.

8. "The apparent width from back to front of any horizontal face decreases as it approaches the level of the eye." Illustrate by drawing a book in two different positions.

FIRST CLASS.

HISTORY AND PHILOSOPHY OF EDUCATION.

NOTE.—Take questions 1 to 3 and any three of the others.

1. Point out the special contributions of the Greeks, the Romans and the early Christians to the development of Western Civilization.

2. Write a note on the Renaissance and Reformation, pointing out their more important influences on education.

3. Discuss the educational progress of the modern period under the following heads:

(a) Development of the course of study.

(b) The growth in knowledge of child life and psychology and the application of such knowledge to methods of education.

(c) Development of the free public school and the idea of universal education.

(d) Development of the professional training of teachers.

4. Discuss the statement: "The school must simplify, purify and generalize the existing social life."

5. Criticize these aims in education: (a) "The harmonious development of all the human powers;" (b) "Adjustment to the needs of civilization."

6. Trace the mind's movement, or method, of thinking an individual thing.

7. Give the general considerations laid down by Spencer as a basis for the discussion of a curriculum.

8. "The two great channels in which educational effort moves are the industrial and the cultural. . . . No such distinction properly exists." (Tompkins). Discuss.

FIRST CLASS.

NATURE STUDY AND AGRICULTURE; PHYSIOLOGY
AND HYGIENE.

1. - (a) Discuss the statement that Nature Study should be differentiated from Science. (b) What should be the aims of the Nature Study teacher?

2. Indicate how the fundamental importance of Nature Study is shown by the history of the development of man's primitive relations with Nature.

3. Show fully how (a) Agriculture, (b) Literature may be correlated with Nature Study.

4. (a) Outline suitable Nature Study work for the upper standards of the Public School in the spring of the year. (b) Describe your method of conducting a Nature Study excursion in connection with the teaching of this work.

5. Discuss as to matter and method the teaching of the topic: "drainage," to a Standard V class in Agriculture.

6. Describe the four important parts of the circulatory system indicating the function of each.

7. Describe the structure of the eye, explaining the function of each part. Illustrate by means of a diagram.

8. Enumerate the various ways in which the teacher should exercise supervision over the health and physical well-being of his pupils.

9. (a) What are the teacher's duties and opportunities on the school play-grounds? (b) Write a note on the relation of play to the psychological, physical and social development of the child.

FIRST CLASS.

MATHEMATICS.

1. (a) Give a brief outline of the growth of arithmetic. (b) From your knowledge of the history of arithmetic, state some practical deductions for guidance in teaching the subject.

2. Describe your methods of teaching fractions in Part I.

3. Teach a class how to find the volume of a cone or the area of a sphere.

4. Write an introduction to the first lesson in Simple Interest.

5. What is meant by (a) the concentric, (b) the topical, arrangement of work? Illustrate. Point out their respective merits and defects.

6. Discuss the inductive vs. the deductive methods of teaching elementary Geometry.

7. (a) Explain how you would teach the negative number in Algebra. (b) Teach a class to multiply—a by—b.

FIRST CLASS.

HISTORY AND GEOGRAPHY.

1. Discuss the correlation of history with geography.
2. Give suggestions as to the following in connection with history teaching: (a) the teaching of patriotism, (b) reviews, (c) the teaching of dates.
3. Discuss the use of (a) a text-book, (b) supplementary readers, in the teaching of history in the Public School standards.
4. Indicate suitable work in civics for Standard V.
5. How would you develop the notion of "the world ridge" with a Standard III class?
6. Discuss the importance of the following in connection with the teaching of geography: (a) map drawing, (b) supplementary reading.
7. Draw an outline map of Alberta showing the drainage, chief cities and towns and railways.
8. Discuss the effects of topography in commercial development.

FIRST CLASS.

PSYCHOLOGY AND GENERAL METHOD.

1. (a) Briefly describe the nervous system. (b) Show how it is adopted to perform its functions.
2. (a) "All the mental powers are involved in perception." Expand and explain. (b) How would this fact influence your conduct of nature study work?
3. (a) State the laws of association of ideas. Illustrate. (b) Show how these laws should be observed in (1) training memory, (2) developing interest.
4. (a) Show the relation of will to (1) habit, (2) attention. (b) Illustrate the development of a concept. (c) What is the function of language in experience?
5. (a) Explain (1) the origin, (2) the function, of emotion. (b) "Art alone is permanent," explain. (c) Discuss the value of literature in training the emotions.
6. (a) Distinguish impulse and instinct. (b) Show clearly the importance of reflex action and instinctive action. (c) What is the function of an ideal? How are ideals acquired?
7. Define apperception. How will the recognition of this law affect your teaching?

FIRST CLASS.

GRAMMAR, COMPOSITION AND SPELLING.

1. Indicate some of the most prominent stages in the development of language from primitive up to fully civilized conditions, and show wherein the child seems to repeat, in some measure, the stages of this development.

2. Explain or illustrate how association plays an important part in learning a language. Apply this to a lesson in grammar; for example, on the principal parts of verbs.

3. What are the main principles of sound method that Laurie lays down for the teaching of grammar? Illustrate them, and apply them in a lesson on the noun clause.

4. State clearly your notion of the place and the practical use of formal grammar teaching in the learning of one's mother tongue.

5. State your views on written work in Standards IV and V, in regard to, (a) choice of material, (b) preparation, (c) examination and correction.

6. What are the main features to be studied in the paragraph? Show how you would study the following paragraph as a model in composition with Standard V, or higher:

"We are here arrived at the crisis of Burns' life; for matters had now taken such a shape with him as could not long continue. If improvement was not to be looked for, Nature could only for a limited time maintain this dark and maddening warfare against the world and itself. We are not medically informed whether any continuance of years was, at this period, probable for Burns; whether his death is to be looked on as in some sense an accidental event or only as the natural consequence of the long series of events that had preceded. The latter seems to be the likelier opinion, and yet it is by no means a certain one. At all events, as we have said, some change could not be very distant. Three gates of deliverance, it seems to us, were open for Burns: clear poetical activity, madness or death. The first, with longer life, was still possible, though not probable, for physical causes were beginning to be concerned in it; and yet Burns had had an iron resolution; could he but have seen and felt that not only his highest glory, but his first duty, and the true medicine of all his woes lay here. The second was still less probable; for his mind was ever among the clearest and firmest. So the milder third gate was opened for him; and he passes, not softly, yet speedily, into that still country where the hail storms and the fire showers do not reach, and the heaviest laden wayfarer at length lays down his load."

7. Describe somewhat fully, your method of conducting a dictation lesson, (Standard IV.)

FIRST AND SECOND CLASS.

TEACHING, CLASS MANAGEMENT AND SCHOOL LAW.

1. State, without discussing, the chief considerations that govern the making out of a programme of school routine.
2. Name the subjects of study prescribed for Standard I, and state briefly what is included under each.
3. (For First Class only). Explain what is meant by obligatory, optional and examination subjects, as prescribed for Standards VI, VII and VIII, and name the obligatory subjects for Standard VI.
4. Discuss concisely: (a) function of the lesson-assignment; (b) determining the mode of presentation, (c) functions of questioning.
5. (For Second Class only). Distinguish between moral instruction and moral training and between natural and artificial incentives.
6. What are the provisions of the school ordinance and the regulations of the Department in regard to: (a) length of school term; (b) compulsory education; (c) teachers' duties concerning school libraries.
7. State concisely the exact purposes of formulating aims for a lesson.
8. (For First Class only). Give the gist of Tompkins' views on punishments for school offences and add any criticism of your own that occurs to you.

FIRST AND SECOND CLASS.

MUSIC.

1. What is a Staff or Stave? How are the lines and spaces counted and what are leger lines?
2. What is a Clef? Give examples of Treble and Bass Clef. How many letters are used in naming notes?
3. In Sol-Fa what is the Tonic called? Quote the rules for finding Me and Sol from a given Doh and explain how the other notes of the scale may be found from these three.
4. Write on the Treble Stave the ascending Scale of any Key containing not more than four Sharps or four Flats, placing the necessary accidentals before the notes as required and marking Tones and Semitones. (Steps and Half-Steps).
5. Write the Key Signatures for the following: G, D, F, A, Bb, E, Eb, using the Treble Clef.

6. What is the rule for finding Key Notes from Signatures with Sharps? With Flats?

7. Give the names of the six kinds of notes commonly employed and write an example of each, also of rests to correspond with same.

8. Describe the use of a Sharp, Flat, Accidental, Dot, Rest, Slur, Tie, and Pause. Explain the time signatures: 2-4, 6-8, 3-4, 2-2 and C.

9. In teaching singing should the teacher sing to, or with the pupils? State briefly the reasons for your answers.

10. In what order would you begin teaching the tones of the Doh Chord. How would you teach the other tones of the Scale step-wise?

11. Describe what is considered to be the best arrangement of topics in a model lesson of thirty minutes' duration.

12. As children do not naturally pronounce words correctly and distinctly, what means would you adopt to secure correct and distinct pronunciation and good tone in singing?

SECOND CLASS.

READING AND LITERATURE.

1. Four seasons fill the measure of the year;
There are four seasons in the mind of man:
He has his lusty spring, when fancy clear
Takes in all beauty with an easy span;
He has his summer, when luxuriously
Spring's honey'd cud of youthful thought he loves
To ruminate, and by such dreaming high
Is nearest unto heaven; quiet coves
His soul has in its Autumn, when his wings
He furleth close; contented so to look
On mists in idleness—to let fair things
Pass by unheeded as a threshold brook:
He has his winter, too, of pale misfeature,
Or else he would forego his mortal nature.

(a) Outline the stages of presentation of this sonnet to a class, giving reasons for your method.

(b) Describe briefly how you would cause pupils to realize the pictures of each season of life.

(c) Suggest how, in higher grades, such a selection as the above might be made a starting point or a centre for more prolonged study of a fruitful topic in literature, mention some other sources of material bearing on the same topic.

2. What are the aims of literature in the schools? Write fully on the purposes of the Readers, illustrating wherever you can.

3. What was the earliest form of literature, and how was it preserved and communicated? What hints do you draw therefrom as to the teaching of literature in the early grades?

4. In what two ways, according to Quick, may a work of literature affect our minds? Show how these two are related, and how you would relate them in your teaching, illustrating, if possible, from any familiar passage.

5. Mention any methods of treatment of school literature that appear to you to frustrate the aims set forth in 2.

6. Outline the methods you would use in teaching a class of beginners to read before they are allowed to use the primer.

7. Give the subject-matter of a lesson in phonics on the long sound of "a," all the consonants being known, as well as the short sounds of the vowels.

SECOND CLASS.

HISTORY OF EDUCATION.

1. (a) Give in outline the educational scheme of Athens at the time of Pericles.

(b) Discuss its merits and demerits from our point of view.

2. Point out the commendable features in the educational aims and practices of the early Romans.

3. (a) In what special ways are we indebted to these ancient peoples?

(b) What did Christianity contribute which these ancient peoples failed to realize?

4. (a) Discuss the educational situation in Western Europe during the period leading up to the Renaissance and Reformation.

(b) Mention the more important educational results of these great movements.

5. Tell in what ways any five of the following men contributed to the advancement of education: Luther, Loyola, Comenius, Pestalozzi, Froebel, Mulcaster, Spencer, Horace Mann, Dr. Ryerson.

6. Write a note on the development of the professional training of teachers.

SECOND CLASS.

NATURE STUDY AND AGRICULTURE; PHYSIOLOGY
AND HYGIENE.

1. Discuss the values and aims of Nature Study.
2. Describe fully as to matter and method the Nature Study work you would do in Standard I.
3. Outline a lesson-plan for teaching the gopher to Standard III.
4. (a) Outline suitable Nature Study work for the upper standards of the Public School in the spring of the year. (b) Describe your method of conducting a Nature Study excursion in connection with the teaching of this work.
5. Indicate clearly the effects produced by (a) tillage, (b) drainage.
6. Describe the four important parts of the circulatory system, indicating the function of each.
7. Describe the structure of the eye explaining the function of each part. Illustrate by means of a diagram.
8. Enumerate the various ways in which the teacher should exercise supervision over the health and physical well-being of his pupils.
9. (a) What are the teacher's duties and opportunities on the school play-grounds? (b) Write a note on the relation of play to the psychological, physical and social development of the child.

SECOND CLASS.

ARITHMETIC.

1. (a) Trace briefly the history of methods of teaching Arithmetic. (b) Criticize the teaching of the processes simultaneously.
2. (a) Outline the work in fractions for Part I. (b) Explain the order in which you would teach these fractions, with reasons. (c) Give your method of teaching one of these fractions.
3. Explain your method of teaching: (a) multiplication of fractions, (b) notation of decimals. To what class should these be taught respectively?
4. Give examples of a number of exercises suitable for seat work in Standards I and II.
5. Write an introduction for the first lesson on Trade Discount.

6. Show how to develop the rule for finding the area of a triangle.
7. Show how you will correlate the processes in elementary Arithmetic.

8. Problem: By selling hats at \$2.70 each, a merchant makes a profit of $12\frac{1}{2}$ per cent. For what price must he sell them so as to double his rate of profit?

Ask the necessary questions to lead a pupil to a solution of the problem.

SECOND CLASS.

HISTORY AND GEOGRAPHY.

1. Discuss the values of history as a subject of study in the Public School.
2. (a) What are the chief difficulties in the teaching of history?
(b) Write a note on the qualifications required of the teacher of this subject.
3. Give suggestions as to the following in connection with history teaching: (a) the teaching of patriotism, (b) reviews, (c) the teaching of dates.
4. Discuss as to matter and method the teaching of civics to Standard III.
5. Explain fully how you would introduce Standard II to the construction and use of maps.
6. Discuss the importance of the following in connection with the teaching of geography: (a) map drawing, (b) supplementary reading.
7. Outline a lesson-plan on "the drainage of North America" (Standard III).
8. Draw an outline map of Alberta showing the drainage, chief cities and towns, and railways.

SECOND CLASS.

PSYCHOLOGY AND GENERAL METHOD.

1. (a) State the doctrine of "localization of cortical function."
(b) Give facts in support of this doctrine. (c) By means of a diagram, locate the chief motor and sensory areas of the cortex.
2. (a) Discuss whether sound and color are physical or mental phenomena, (b) Show clearly the relation of attention to each of the

various mental processes, (c) What is the relation of attention to (i) will, (ii) interest?

3. (a) State the law of association of ideas. (b) Describe the nervous mechanism used in association. (c) Show the part played by association in (i) perception, (ii) memory.

4. (a) Show the practical importance of habit. (b) Give maxims for guidance in forming a habit.

5. (a) Explain what is meant by the "objective method" of teaching. (b) Illustrate this method in connection with grammar.

6. Define apperception. How will the recognition of this law affect your teaching?

SECOND CLASS.

GRAMMAR, COMPOSITION AND SPELLING.

1. Define Grammar in relation to the vernacular, so as to show how it should come in, in the course of language instruction.

2. Give a brief outline of the grammar you would teach up to the end of Standard IV.

3. State clearly what use you would make of a prescribed textbook throughout the course for the elementary school.

4. Give a plan of introduction and presentation for a Lesson on the possessive plural, or on the forms of the simple future tense.

5. Discuss paraphrasing, as to (a) its proper place and purpose; (b) its dangers; (c) how you would prepare for it. Illustrate (c) with the following extract:

Yet of the various tasks mankind employ,
'Tis sure the hardest, leisure to enjoy;
For one who knows to taste this godlike bliss
What countless swarms of vain pretenders miss!
Though each dull, plodding thing, to ape the wise,
Ridiculously grave for leisure sighs,
Grant him that leisure, and the fool's undone.
The gods to curse poor Demea heard his vow,
And business now no more contracts his brow;
No real cares, 'tis true, perplex his breast,
But thousand fancied ills his peace molest.

6. (a) What are the chief elements in the child's native stock of language material when he begins school life? (b) Give an outline of a course of exercises suitable for development on the basis mentioned in (a); (c) Give some suggestions on the teaching of letter-writing.

7. Describe somewhat fully your method of conducting a dictation lesson (Standard IV).

FIRST CLASS.

GEOGRAPHY AND ELEMENTARY SCIENCE.

1. Discuss fully the values of geography as a study in the elementary school.
2. Give a brief outline of your method of teaching each of the following to Standard III: world ridge, trade winds, commercial centres of North America.
3. Draw a map of Alberta showing drainage, larger cities and towns, more important railway lines.
4. Show how Nature Study may be correlated with the following subjects: Geography, Agriculture, Hygiene, Literature, Composition.
5. Outline the course of work laid down by Spencer for object-study. Criticize in the light of present-day views of Nature Study.
6. (a) What is meant by the "texture" of the soil?
(b) Show why it is important.
(c) How is good texture obtained?
7. (a) How is water held in the soil?
(b) Discuss fully methods for the conservation of moisture.
8. Describe the organ of hearing giving the functions of its various parts. Illustrate your answer by a sketch.
9. Indicate clearly the functions of the circulatory system. Trace the course of the blood in the circulatory organs.

FIRST CLASS.

LANGUAGE.

(Fold Spelling Separately).

1. Explain and illustrate what is meant by the real study of language and of grammar.
2. Discuss paraphrasing as to its purposes, dangers, methods. In what sense is it to be condemned?
3. In regard to the early school years, discuss the place of sense-perception, reflection, production, distributing the emphasis as you think proper. Apply your conclusions to the teaching of language.
4. State in outline the material in Grammar best suited to Standards III and IV.
5. Outline a lesson on (a) The Paragraph, (b) The Compound Sentence, or (c) The Noun Clause. (Any one). For (a) use, as an example, any paragraph you write in this paper.

6. Write full suggestions on correction of pupils' expression, both oral and written, throughout the grades.

7. Discuss the advantages and disadvantages of each of the following in the teaching of spelling:

- (a) oral work.
- (b) written work.
- (c) teaching spelling rules.
- (d) the spelling match.

FIRST CLASS.

MATHEMATICS.

1. Enumerate the arithmetical topics whose importance has changed or is changing. Account for the change in each case.

2. Discuss the simultaneous teaching of the processes (i) in the early lessons, (ii) in the latter part of Standard I work.

3. What general principles should guide in the teaching of fractions and denominative measures in Pt. I?

4. Explain how you would teach
 (a) Division of fractions.
 (b) Bank discount.
 (c) The area of a sphere.

5. What are the typical parts of algebra? Explain.

6. Give your method of teaching the negative number.

7. (a) Introduce the equation.
 (b) Teach the law of indices.

8. Discuss the question of inductive *vs.* deductive geometry for a first year's course.

FIRST AND SECOND CLASS.

MANUAL ARTS.

(Fold A, B and C separately).

A

1. Discuss the value of the manual arts as an aid in the education of children.

2. Outline the manual work suitable for Standards I and II. Discuss the possibilities of each of the materials used in these standards

and outline one problem suitable for Standard I, and one problem suitable for Standard II.

B

1. "The apparent width from front to back of any square or oblong decreases as it approaches the level of the eye." Illustrate with three outline drawings of books.

2. Make a pencil sketch of a group of two or three objects, giving careful attention to the principles of selection and arrangement.

C

1. (a) Explain what is meant by the "language function of writing."

(b) "Each letter has a distinctive characteristic, which should be preserved." Discuss and illustrate.

2. (a) What importance do you assign to the analysis of letters and digits in the teaching of writing?

(b) Analyze p, k, w, x, r, 9, 5.

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FIRST CLASS.

SCIENCE OF EDUCATION.

1. Discuss the significance of infancy for education.

2. Show in detail how the nervous system is adapted to its function.

3. "The problem of interest and attention is the central problem of education." Discuss.

4. (a) Describe, with an illustration, the formation of a concept.

(b) What steps would you take in teaching a rule in arithmetic?

5. Distinguish feeling and emotion. Show the function of emotion.

(b) Show the importance of literature in the cultivation of emotions.

6. (a) Distinguish instinct and impulse. Use illustrations.

(b) Explain motive, deliberation, choice.

(c) Name and describe the types of decision.

7. (a) Define apperception. How will a knowledge of this law affect your teaching?

(b) State and illustrate the two laws of presentation.

8. (a) State the principles laid down by Spencer for the discussion of a curriculum.

(b) Give your criticisms of Spencer.

9. Discuss, after Horne or Tompkins, the teaching of morality and religion in the elementary school. Give your own views.

10. Explain the term "spiritual inheritance." How should the child be brought into his spiritual inheritance?

11. State concisely what you consider to be the contribution of biology to educational theory.

12. Show the parts played by imitation, interest and effort respectively in self-development.

13. Outline the universal method in the teaching process.

14. Explain the process of thinking the individual.

FIRST CLASS.

HISTORY.

(Fold History of Education separately).

1. Discuss (a) the guidance value of history study, (b) its value for teaching patriotism.

2. Discuss fully and illustrate the following statement: "Geography is a historical cause of great potency and value."

3. Give the chief causes of failure in the teaching of history.

4. Give Spencer's outline of a proper course in history.

5. Outline a course in Civics for the Public School standards. Indicate the order in which you would present the various topics.

6. Write a note on Grecian education with special reference to its helpful contributions to later civilizations.

7. Discuss the educational situation in Europe between 1200 A.D. and 1600 A.D.

(a) More important movements leading to educational progress.

(b) The educational progress actually made.

8. Mention what you consider to be the more important improvements in educational matters during the last two centuries:

(a) In methods of teaching and psychology.

(b) In course of study and school management.

(c) In relation to the people as a whole.

FIRST CLASS.

READING AND LITERATURE.

(Fold these two subjects separately).

A. When Freedom, on her natal day,
 Within her war-rocked cradle lay,
 An iron race around her stood,
 Baptized her infant brow in blood;
 And, thro' the storm which round her swept,
 Their constant ward and watching kept.

Then, where our quiet herds repose,
 The roar of baleful battle rose,
 And brethren of a common tongue
 To mortal strife as tigers sprung,
 And every gift on Freedom's shrine
 Was man for beast, and blood for wine.

Our fathers to their graves have gone;
 Their strife is past, their triumph won;
 But sterner trials wait the race,
 Which rises in their honored place,—
 A moral warfare with the crime
 And folly of an evil time.

So let it be. In God's own might
 We gird us for the coming fight,
 And, strong in Him whose cause is ours
 In conflict with unholy powers,
 We grasp the weapons he has given,—
 The Light, and Truth, and Love of Heaven.

B. Of old sat Freedom on the heights,
 The thunders breaking at her feet:
 Above her shook the starry lights;
 She heard the torrents meet.

There in her place she did rejoice,
 Self-gathered in her prophet-mind,
 But fragments of her mighty voice
 Came rolling on the wind.

Then stepped she down thro' town and field,
 To mingle with the human race,
 And part by part to men revealed
 The fulness of her face.

Grave mother of majestic works,
 From her isle-altar gazing down,
 Who, God-like, grasps the triple forks
 And, king-like, wears the crown:

Her open eyes desire the truth.

The wisdom of a thousand years
Is in them. May perpetual youth
Keep dry their light from tears;

That her fair form may stand and shine,
Make bright our days and light our dreams,
Turning to scorn with lips divine
The falsehood of extremes.

(a) Compare, as wholes, the conception of Freedom in these two passages, and show anything in common. State clearly the difference in the motives that seem to inspire the writers.

(b) Suggest passages in each worthy of special treatment with a class, and remark briefly on how their force and beauty might be made clear.

2. (a) What was the aim of the leaders of the Renaissance in the study of Literature?

(b) Explain how this aim became obscured.

(c) Point out how present-day teaching of literature may be liable to a similar tendency.

3. What is meant by direct and indirect means of teaching moral and spiritual truths? Explain and illustrate, *e.g.*, from the Readers, how literature exercises its function here.

4. Suggest clearly and concisely, the occasion for, and the method of, taking up with pupils (a) the historical, (b) the critical, aspects of literature.

5. Write on the essential qualities of good elementary Readers and suggest what changes are desirable in the contents of the Readers as we advance through the grades.

6. State how you would introduce a class to the study of a play of Shakespeare or a poem of Scott. What would you expect the first two years in High School to get out of such study?

7. Describe (a) The Word Method, (b) The Sentence Method. Give the value and limitations of each and state when and to what extent you would use them in beginning the teaching of reading.

8. (a) Give your opinion of the value of the phonic plan of teaching reading.

(b) Outline briefly six weeks' work in phonics.

(c) Allowing one lesson a day.

FIRST AND SECOND CLASS.

MUSIC AND ART.

- 1.** (a) What is the cause of sound?
(b) Distinguish between musical sounds and noise.
- 2.** Describe the terms Staff or Stave, Leger Lines, Key, Signature, Tonic, and give illustrations of same.
- 3.** Name and illustrate six different kinds of notes generally used in music together with their respective rests and value of same.
- 4.** What is a Scale?
Write scales of C, D, F, A, B flat, marking steps and half-steps.
- 5.** Name three Chords found in each Major Scale and illustrate same, in Chord form.
- 6.** Quote the rule for finding Me and Sol from a given Doh. Which tones seem the Strong and which the Leaning tones? Which tones have the most marked leaning tendency?
- 7.** Write brief examples in
Duple time, 2 pulse measure;
Triple time, 3 pulse measure;
Quadruple time, 4 pulse measure;
marking accent in each case.
- 8.** Give rule for finding Tonic or Key note from signatures with Sharps. With Flats.
- 9.** Explain the use of a Sharp, Flat, Natural, Dot, Slur, Tie or Bind, and give illustrations.
- 10.** In teaching singing should the teacher sing to or with the class? State briefly the reasons for your answers.
- 11.** As children do not naturally pronounce words correctly and distinctly, state briefly what means you would adopt to secure correct and distinct pronunciation and good tone in singing.
- 12.** Discuss briefly the value of picture study in the school.
- 13.** Name five pictures that you consider particularly suitable for school purposes, giving name of the artists, and the reason for your choice.

FIRST AND SECOND CLASSES.

TEACHING, CLASS MANAGEMENT AND SCHOOL LAWS.

1. Give some practical directions for the ventilation of school-rooms. State what the Regulations prescribe in regard to ventilation, lighting and heating.

2. State, without discussing, the main principles that are to guide one in making out a programme of daily or weekly work for ungraded schools.

3. Explain the distinction between natural and artificial incentives, and discuss their relative worth. What do you consider the ideal class of incentives? Why?

4. Discuss the respective functions and importance of the assignment and the recitation, dealing separately, if you think necessary, with the primary, intermediate, and advanced stages of school work. What is necessary, on the teacher's part, for a good assignment?

5. State what you consider (a) the occasion for, (b) the ends, social and individual, of school discipline; also, your idea of the criterion of good discipline.

6. State accurately the substance of the school ordinance in regard to (a) compulsory attendance; (b) infectious and contagious diseases; (c) teachers' responsibilities concerning school property.

7. (For First Class only).

State concisely the principles to be observed, according to Tompkins, in the "Restoration of Broken Unity," showing the effect of the working out of these principles on pupils and on teacher. Make any critical remarks you think called for.

8. (For First Class only).

Has the "lecture" method, so-called, any place in the Elementary School? If so, show clearly when it can be best made use of. Illustrate wherever you can.

SECOND CLASS.

SCIENCE OF EDUCATION.

1. Discuss the importance of infancy for education.

2. Draw a side view of the cerebrum. Represent the fissures and locate the motor and sensory areas.

3. State the theory of localization of cortical function and support it by known facts.

4. (a) What are the relations between impression and expression?

(b) How would you take account of these relations in teaching reading?

(c) What various means of impression should be used in teaching spelling?

5. (a) Point out the values of habit and imagery.

(b) Show the part played by them respectively in grammar, writing, drawing, geography.

6. (a) Classify the interests, giving examples. Explain the terms used.

(b) State and illustrate the principle to be followed in broadening a child's interests.

7. (a) Define apperception. Illustrate the use the teacher should make of this law.

(b) State the fundamental principle in the training of observation.

8. State and illustrate the two laws of "presentation."

9. (a) Explain how concepts are formed.

(b) Give your procedure in teaching *phrase*.

SECOND CLASS.

LANGUAGE.

(Fold Spelling Separately).

1. Explain and illustrate the importance of the instinct of imitation, and illustrate or suggest how it is to be made use of in early language teaching.

2. Give a suggestive outline of material for language expression in Standards I to IV, and show how and when written expression should be introduced.

3. Distinguish between the substance and the form of language and show how they are related in teaching. Illustrate by a lesson on the possible forms of complex sentence that may be constructed out of the following simple sentences:

The French in Canada learned only in a fragmentary way about this disaster.

They got their information from five Hurons.

These Hurons had the good fortune to escape from the scene of the disaster.

The French in Canada learned something about this disaster also from the Iroquois.

The Iroquois made confession about it to the French.

They did not do so till long afterwards.

4. What are the essential qualities of the paragraph? Illustrate some or all of them from any paragraph you write in this paper. State in a concise general rule the main principles to be observed in paragraphing.

5. Show how you would lead a pupil to an understanding of the use, form, etc., of the direct objective case after a transitive verb. In what Standard would you teach this?

6. Explain fully what you understand by parsing, the purpose of it, and what determines how fully words are to be parsed at any given stage in school.

7. Discuss the advantages and disadvantages of each of the following in the teaching of spelling:

- (a) oral work.
- (b) written work.
- (c) teaching spelling rules.
- (d) the spelling match.

SECOND CLASS.

MATHEMATICS.

1. Enumerate the arithmetical topics whose importance has changed or is changing. Account for the change in each case.

2. Show fully the importance of counting as an exercise.

3. Explain how you will correlate the number facts in Standards I and II.

4. What principles should guide in teaching fractions and denominative measures of Standard I?

5. Give the steps you would take in developing the general notion of division of fractions.

6. Explain how you would teach

- (a) The area of a triangle (general rule).
- (b) Bank discount.
- (c) Writing and reading of decimals.

7. Give, in detail, your method of teaching the negative number in algebra.

SECOND CLASS.

SCIENCE OF EDUCATION.

1. Discuss the importance of infancy for education.
2. Draw a side view of the cerebrum. Represent the fissures and locate the motor and sensory areas.
3. State the theory of localization of cortical function and support it by known facts.
4. (a) What are the relations between impression and expression?
 (b) How would you take account of these relations in teaching reading?
 (c) What various means of impression should be used in teaching spelling?
5. (a) Point out the values of habit and imagery.
 (b) Show the part played by them respectively in grammar, writing, drawing, geography.
6. (a) Classify the interests, giving examples. Explain the terms used.
 (b) State and illustrate the principle to be followed in broadening a child's interests.
7. (a) Define apperception. Illustrate the use the teacher should make of this law.
 (b) State the fundamental principle in the training of observation.
8. State and illustrate the two laws of "presentation."
9. (a) Explain how concepts are formed.
 (b) Give your procedure in teaching *phrase*.

SECOND CLASS.

HISTORY.

(Fold History of Education separately).

1. (a) Discuss the values of history study.
 (b) Indicate the special importance of the teaching of British and Canadian history in our Province.
2. (a) What qualifications are required of the teacher of history?
 (b) What should be his most important aims in Standard II?

3. Describe as to matter and method the work in History you would take with Standard III.

4. Discuss (a) the use of books in the teaching of history, (b) the teaching of current events.

5. Outline a course in Civics for the Public School Standards. Indicate the order in which you would present the various topics.

6. Discuss the great movements between 1000 A.D. and 1500 A.D. tending to influence Europe in an educational way. Show in what ways they brought about advancement.

7. Outline Prof. Quick's thoughts regarding the Renaissance.

8. Write a note on the educational work of each of the following men: Comenius, Pestalozzi, Spencer.

9. In what distinctive ways have ancient Greece and Rome contributed to the civilization of Western Europe.

SECOND CLASS.

READING AND LITERATURE.

(Fold these subjects separately).

There is a bleak Desert, where daylight grows weary
 Of wasting its smile on a region so dreary—
 What may that desert be?
 'Tis Life, cheerless Life, where the few joys that come
 Are lost like that daylight, for 'tis not their home.

There is a lone Pilgrim, before whose faint eyes
 The water he pants for but sparkles and flies—
 Who may that pilgrim be?
 'Tis Man, hapless Man, through this life tempted on
 By fair shining hopes, that in shining are gone.

There is a bright Fountain, through that Desert stealing
 To pure lips alone its refreshment revealing—
 What may that Fountain be?
 'Tis Truth, holy Truth, that like springs underground,
 By the gifted of Heaven alone can be found.

There is a fair Spirit, whose wand hath the spell
 To point where these waters in secrecy dwell—
 Who may that Spirit be?
 'Tis Faith, humble Faith, who hath learned that where'er
 Her wand bends to worship, the Truth must be there!

1. (a) Suggest an introduction such as may lead a pupil, on studying, to see the optimism in this poem.

(b) Remark on the structure of the stanzas, and show how you would lead a class to see the consistent development of the picture throughout.

2. State concisely, without discussing, the functions of literature in the elementary school.

3. Tell how you would use the Supplementary Readers and the school library so as to encourage good reading tastes and consecutive-ness of interest.

4. What is meant by the literary truth of a passage, as distinguished from its scientific or historical truth? Illustrate by showing how you would deal with "The Anxious Leaf," "The Walker of the Snow," or any other two suitable selections from the Readers.

5. What two qualities, according to Quick, as quoted by Hinsdale, are essential to a literary work? Which is to be dealt with first in teaching? Remark fully on this, and illustrate.

6. "The conception of education as exercise resulting in strength needs to be supplemented by the conception of feeding resulting in growth."

Explain and make any possible applications to the teaching of literature in the elementary school.

Or, Explain what is meant by the universal and the variable factors in a piece of literature, and how they are to be related in teaching. Illustrate by any one of the following selections: The Golden Touch; Croesus; The Choice of Hercules; The Red River Voyageur; Young Lochinvar; Ulysses; The Italian in England.

7. Give a brief description of each of the following methods of reading, viz.: Word, Sentence, Phonic.

8. (a) Write the subject matter of a lesson on the long sound of "u."

(b) Give a list of the sounds you would have taught before presenting this one.

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